

English Language Learning Inside and Outside the Classroom in Portugal

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ABSTRACT

This study investigates the way of learning the English language in Portugal. First-year students of the faculty of Social Sciences and Humanities of New University of Lisbon were selected as participants in the case study. As data collection tools a questionnaire and focus-groups were used. 115 students completed the designed questionnaire and after that 12 students were selected for the more detailed focus-group discussions.

Results of the research show that most part of the students' English knowledge is received from outside the classroom by means of movies, songs, computer games, the Internet, communication with friends and other sources. Also, the results show that motivation is very important in language learning process and motivated students acquire the language faster and easier.

Key words: English, language acquisition, language learning, exposure.

RESUMO

Este estudo investiga a maneira aprender inglês em Portugal. Alunos de primeiro ano de faculdade de Ciências Sociais e Humanas de Universidade Nova de Lisboa foram seleccionados como participantes deste estudo de caso. Como uma ferramenta de recolha de dados um questionário e grupos de discussões foram usados. 115 estudantes preencheram o questionário e depois 12 alunos foram seleccionados para o grupo de discussão mais detalhado.

Os resultados de investigação mostram que a maior parte de conhecimento do idioma inglês é recebido de fora da sala de aula por meio de cinema, canções, jogos de computador, internet, comunicação com os amigos e outras fontes. Além disso, os resultados mostram que a motivação é muito importante no processo de aprendizagem de língua e os estudantes motivados adquirem a língua mais fácil e rápido.

Palavras-chave: inglês, aquisição da língua, aprendizagem da língua, exposição.

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INTRODUCTION

Learning a foreign language, English in particular, is a commonplace activity. People aim to learn it for different reasons, such as academic or professional purposes or simply out of interest. Depending on the country, the success in learning English and reaching proficiency level will vary as a lot of different factors will influence the process of learning.

As a Russian student and now teacher of English who has been studying for her Master's degree in English Language Teaching at the New University of Lisbon in Portugal, I have experienced teaching and learning English in two different countries myself and I have understood that the process of learning indeed depends a lot on the country. Having been born and raised in the Russian Federation I realized that only classroom learning is not enough in order to obtain a high level of English. Although in many Russian schools learning the English language is obligatory from the first year of schooling, not everybody manages to properly speak it and express their feelings at the end of their school studies.

After moving to Portugal to study for my Master's degree and having lived here for more than one year I have observed Portuguese students fluently communicating in English, and the immense difference of ability to communicate in the English language between Russian and Portuguese students that I have studied and interacted with. I also learnt that this is despite the fact that in most schools in Portugal English language was only taught to them starting from the 5th grade of school. Nevertheless, this does not seem to be an obstacle for Portuguese students to become fluent in English. I wondered if this English knowledge might be as a result of the level of exposure to English language outside the classroom, this noticeable and great privilege Portuguese students have over Russian students.

This difference of ability to use English in everyday life between Russian and Portuguese students made me interested to research this phenomenon more and study the reasons which influence it.

The main research questions which I therefore formulated were the following:

- *How large is the exposure to the English language in Portugal?*

- *What is the main source of English learning for Portuguese students? Do students learn more during their classes or outside the classroom?*
- *What is the personal attitude of Portuguese students to the English language? Can it be considered as a second mother tongue?*

In order to answer these research questions, this work will look at English outside and inside the classroom. Chapter 1 will look at English in the world and also the particular situation regarding Portugal. Chapter 2 will look at English Language Teaching and Learning in general and the particular case of English Language Teaching in Portugal. Chapter 3 will describe the research carried out, which involved the design of a questionnaire given to first year Portuguese students studying English at the Faculty of Human and Social Sciences of the New University of Lisbon (see Appendix 1), and subsequent smaller focus groups. Chapter 4 will look at the findings and a final chapter will consider the implications of these findings.

CHAPTER 1. ENGLISH IN THE WORLD

This chapter will briefly look at the use of English in the world, including countries where English is an official language. It will then consider whether there is a variety of English that can be considered Euro-English and look at English in some of the European countries with a greater perceived level of English language learning. Finally, it will consider the case of Portugal, including some comparative data from European surveys.

1.1 English in the world

Nowadays we often hear the phrase “English as a global language” and we usually take this statement for granted, rarely giving a thought as to its meaning. But why is English called a global language? Although it is an official language in many countries, not everybody in the world can speak it. It is in fact only in fourth place in terms of native speaker ranking and this proportion is decreasing, with Mandarin Chinese, Spanish and Hindi all having more native speakers than English (Hempel 1). Nevertheless, it has become extremely popular and ubiquitous. According to Graddol (18), there are 350 million native speakers, 350 million speakers of English as a second language and 100 million speakers of English as a foreign language. Nearly 1 billion people, which means about one sixth of the world population have some knowledge of English and in most countries it is one of the basic necessities in professional life.

English is important not only in communication but also in education. For many academic careers, particularly in medicine, the natural and social sciences the degree of competence in English is prerequisite as a lot of materials are written in English.

For example, Crystal (111) points out that in the 1980s 85 per cent of Biology and Physics papers, 73 per cent of medical papers, and over 65 per cent of Mathematics and Chemistry papers were written in English. This is a lot and these numbers have increased significantly since that time. Graddol (9) also states that it does not happen only in scientific works but on the whole there are more works published in English language than in any other. In fact, 28 per cent are published in English language followed by Chinese (13.3 %) and German

(11.8%). These numbers mean that nowadays if people want to get access to published materials they have to know English.

1.1.1 English as an Official Language

Braj Kachru's (1985) model of World Englishes (qtd. in Mollin 16) is in the shape of a circle which is divided into three sub-circles: the inner, the outer and the expanding one. The Inner circle represents the traditional bases of English where it is now used as a first language: the United Kingdom, the United States, Australia, New Zealand, Canada, South Africa and some islands in the Caribbean. The total number in the inner circle is around 380 million speakers. In the Outer Circle the English language is not a native tongue but is used as a lingua franca. This circle includes such countries as India, Pakistan, Malaysia, Tanzania, Kenya, Bangladesh and the Philippines. Here the number of speakers ranges from 150 to 300 million. The last expanding circle includes such countries as China, Russia, Indonesia, Korea, Egypt and some others. English in all these countries does not play any historical or governmental role but it is used as a medium of international communication. The number of speakers in this circle ranges from 100 million to one billion.

As Crystal (98) states, nowadays there are around 75 territories where English is spoken either as a first language or as an unofficial or institutionalized second language. In 2012 English was an official language of 60 sovereign states and 28 non-sovereign entities and it is therefore recognized as the language of international communication. There are different varieties of English which have similarities and also differences. British English (BrE) and American English (AmE) are preferred when English is taught as a foreign language. According to the research paper "English as a Lingua Franca in Portugal: What Students Want, What Teachers Teach" completed by Luís Guerra (2012), Portuguese students stated that they like the British accent better than any other and would like to speak English with that accent. Moreover, many students pointed out that they consider British English the 'correct' and target variety although many interviewees think that it is important to know the differences between BrE and AmE.

One of the varieties of English that has recently emerged is European English, though there are different opinions concerning this. For instance, Mollin (2006) rejects the hypothesis of Euro-English as a variety in its own right (qtd. in Forche 447). She thinks that if it did exist, it would first materialize amongst academics “because other speakers do not use English as often with other Europeans.” Others think that there are reasons for creating the European variety of English. So, the linguist Waterfield (2010) claims (qtd. in Slotík 19):

I note that the engine of European integration is sputtering. One reason is that we do not speak the same tongue, hence my plea for a common European language. It seems logical to me that this is English, which is already the lingua franca of international economics and politics. French is not spoken anywhere in the world while English is now increasingly becoming a global language.

What there clearly is in Europe, however, is English learning and the next section will consider this.

1.1.2 European countries where English is more successfully learnt

English is learnt in classrooms around Europe but the level of ability attained is not uniform. In order to see which countries are more apt at speaking English, various surveys and researches have been carried out. According to the EF English Proficiency Index¹ (2013) residents of Sweden, Norway and the Netherlands have a very high proficiency level. Cenoz and Jessner (8) point out that the main reason for that is the relatively small size of these countries and their dependence on international trade and collaboration. Another important reason is the absence of dubbing of TV programmes and films. This greatly influences the language perception of children who cannot read in their native language yet.

In order to understand why this is the case, it is also important to get the views of the successful language learners themselves.

¹ The EF English Proficiency Index (EF EPI) is a report which attempts to rank countries by the average level of English skills amongst adults. Available on-line at: http://www.ef-russia.ru/___/~/media/efcom/epi/2014/full-reports/ef-epi-2013-report-master.pdf
Last accessed: (21.02.2014).

Here are some examples of what people from these countries think of their ability to speak the English language².

Dutch people:

I started learning English when I was 9 or 10 years old. But nowadays quite an amount of advertisements on television and in the streets are partially in English. Also computer games are in English, so in fact the youth learns English already without being taught at school (Dutch 12345).

I don't think movies have that much to do with it...I mean a lot of people don't even watch that many movies...and most people aren't going to treat watching a movie as a classroom session...plus, most movies teach bad English and while it might improve their listening skills it's unlikely to improve anything else (Wretched).

Swedish people:

...Because we learn it in school. I started learning English when I was nine (I'm 18 now btw), and so ever since I've kept on studying it, and I still have it as a subject in school. Also I think a big reason is that most of our TV shows are in English, we don't dub things here as I know they do in Spain and like France. Most movies we watch are English and so on. So I've sort of had the language around me ever since was little, and I think it is almost like a part of our culture. It's hard to explain but I think it's kind of necessary to know it here because everybody just expect you to know it, if someone didn't know it people would think you were really weird. You wouldn't fit in... (Lagom).

Norwegian people:

We generally speak good enough English everywhere in Norway and not only in the major cities. These days they teach the kids English from 1st grade (from around age 6) (Pippi2).

There are a variety of opinions expressed here. In contrast, according to the results of the research we can see that Spain has a moderate proficiency level and Italy and France have a

² These quotes were obtained from an on-line forum "How to Learn English Effectively" from the website <http://www.antimoon.com/forum/t12914.htm>
Last accessed: (17.04.2014).

low proficiency knowledge of English. One of the main reasons may well be that all the shows and programmes, apart from those on national channels, are dubbed on TV and children have less exposure to English language when they are little.

Portugal can be called an exception among countries in Southern Europe. It is in the last place in the list of the countries with a high level of proficiency in the English language. Its situation will now be considered.

1.2 English in Portugal

There are three official languages in Portugal: Portuguese, a minority language, called Mirandese³ and also Portuguese Sign Language, given that it is “incumbent upon the state to protect and give value to it as a cultural expression and as an instrument for access to education and for equality of opportunities” (Extra, Yağmur 181).

Despite the fact that English is not an official language in Portugal, studies such as the work carried out by Carolyn Elizabeth Leslie have shown that the usage of the English language in Portugal has increased. In her research work “The Spread of English in Portugal: A Contribution to an Understanding of the Phenomenon” (2011) she compared the frequency of English loanwords in Portuguese newspapers from 1989 and 2009 and showed that the use of loanwords has doubled.

According to the survey “Europeans and their languages”, which was made by the European Commission (Eurobarometer 133)⁴, 77% of Portuguese respondents tend to agree that people in their country are good at speaking foreign languages, whereas only 32% think that it is very useful to learn foreign languages. The survey made by Eurostat (Eurostat

³ Mirandese is an official minority language in Portugal, spoken and written in the north-eastern border town of Miranda do Douro and in surrounding areas within Portugal. Total number of speakers is around 12.000 (Mackenzie 181).

⁴ The results are taken from the survey “Europeans and their Languages” which was requested by the European Commission. The last edition was published in 2012. Available on-line at (21.02.1012) http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf
Last accessed: (21.02.1012).

Newsrelease 3)⁵ shows that 58% of Portuguese population aged 25-54 state that they know at least one foreign language. According to Special Eurobarometer 386 (15), 39% know at least one, 13% know at least two and 4% know at least three foreign languages.

53% of respondents choose the English language to be the most useful for personal development. Others chose the French and Spanish languages with 22% and 11% respectively (Special Eurobarometer 386, 70). That must be the reason why English is much more likely to be cited by respondents as the first most fluent foreign language spoken (32%) than the second (11%) or third (3%) (Eurobarometer 152). This might also happen because of the wide spread of English language teaching in European secondary schools. So, in 47% of Portuguese schools English is taught in secondary education. Concerning primary and lower secondary education, this number in Portugal is 52% (Eurostat Newsrelease 2).

Wide usage of English language in the sphere of economics is the most likely reason why 87% of respondents think that children should learn English at school. 32% choose French, 10% Spanish and only 5% think that the language taught in schools should be German (Special Eurobarometer 386, 78).

Even though the Spanish language is much more similar to Portuguese language, 27% of respondents stated that they know English well enough to be able to have a conversation. French and Spanish languages come next, with 15% and 10% respectively (Special Eurobarometer 386, 21).

One of the reasons for good knowledge of English language in Portugal may as well be the absence of dubbing on TV and 37% totally agree with that, 38% tend to agree, 13% tend to disagree and only 8% totally disagree (Special Eurobarometer 386, 119). Absence of film dubbing might be also the reason why only 3% of Portuguese people think that good Internet courses would encourage learning. Also respondents in Portugal are the least or second least likely of all Europeans to mention all but one reason – free lessons – as factors that would

⁵ A survey made by Eurostat Newsrelease on language learning in European countries, published in September 2013. Available on-line at http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-26092013-AP/EN/3-26092013-AP-EN.PDF
Last accessed: (21.02.1012).

significantly increase their likelihood of learning or improving language skills (Special Eurobarometer 386, 88).

In spite of the fact, that the opportunity of English language usage in Portugal is very high, only 7% of respondents mentioned that they use English on a daily basis, 23% use it often, but not on a daily basis and 66% use it occasionally (Special Eurobarometer 386, 42)⁶. However, English language usage changes while travelling or having foreign visitors. In these cases 20% of Portuguese respondents tend to use English language, 17% use French and 65% still prefer not to use any foreign language (Eurobarometer 167).

Regarding understanding foreign languages, 20% of respondents answered that it is easier for them to follow the news, read newspapers and articles and communicate on-line in the English language. Less people prefer German or Spanish (Special Eurobarometer 386, 31).

Despite of the fact, that Portugal is a country with high level of proficiency in the English language, only 23% of respondents think that they have “proficient” level of English language. 36% of interviewees know English “good” and 41% have fair knowledge of the language (Eurostat Newsrelease 3).

These are the results of already conducted pieces of research. However, it is interesting to see what current (successful) English language students think in this regard. Firstly though, we will describe the present situation of learning English inside the classroom, both in the world and in Portugal.

⁶ The data from the study of Special Eurobarometer 386 differ from the data collected during present research. According to our research, 54% of students tend to use English daily in their lives and 25% use it twice a week. The result difference might be due to different age and occupational characteristics of interviewees. (Full information on this data can be learnt from Appendix 2).

CHAPTER 2. ENGLISH LANGUAGE TEACHING AND LEARNING

This chapter will briefly look at English language teaching in the world and in Portugal, and consider similarities and differences in the teaching and learning situations in different countries and periods, and consider whether the teaching reflects the fact that in countries as Spain, Germany or France there is less exposure to the language than in Portugal.

2.1 Language teaching and learning

According to Kesuma (A Brief History of English Language teaching), English language teaching may be divided into 4 periods, the Classical Period, Alternative Period, Current Communicative Period and Post-method Era.

The Classical period was the first period when English language teaching started. During this period the Grammar Translation Method emerged which was based on Latin language teaching as before that time Latin language was the popular language in Europe (Abdullah 127).

“The Alternative Period was like a passage from Grammar Translation to more influential approaches and methods” (Kesuma A Brief History of English Language teaching). During this period the Natural Approach and Direct Method became popular. English language teaching gained more success than before, because more attention was paid to teaching oral communication skills.

During the Current Communicative period Audio-Lingual Method (ALM) was created, which were based on memorizing vocabulary with the help of drills. Soon, this method was joined by Communicative Language Teaching (CLT) method appeared in addition to ALM. CLT was primarily based on interaction and communication.

Along with the post-method era we can include all the modern methods and approaches which are nowadays used in English language teaching. Some of them are the following:

- Task-Based Learning
- Content and Language Integrated Learning (CLIL)

- Content-based language Instruction
- Computer-Mediated Communication (CMC)
- Network Based Language Teaching (NBLT) etc.

Depending on the learners' place of residence, number of languages spoken and their competences, the type of English they are taught varies too. Even though many people do not differentiate these types and use the names interchangeably, such difference exists. The types include the following (Gilby 3).

- Teaching English as a Second Language (TESL)/Teaching English as an Additional Language (TEAL);
- Teaching English as a Foreign Language (TEFL);

Teaching English as a Second Language (TESL)/Teaching English as an Additional Language (TEAL)

The term TESL/TEAL is used a lot in the USA and English taught there is usually involved with multicultural education and there is a large demand from immigrants to the USA. In the countries, where several language groups exist, such as Hong Kong, Singapore, Kenya, Nigeria and India and others, English is spoken as a second language in the context of official communication and administration.

TEFL (Teaching English as a Foreign Language)

This type is the most common of all and the most widely used as it refers to teaching English to students whose first language is not English. Most often the learning process takes place in a country where English is not an official language. TEFL students usually learn English for different reasons and so, different subcategories might be highlighted, particularly in higher education:

- ESP (teaching English for specific purposes: medicine, business, architecture, technology, economics etc.)
- EAP (teaching English for Academic purposes)

The generic term TESOL (Teaching English to Speakers of Other Languages) is also used, and may refer to any of the teaching English situations described above.

A look will now be taken at English Language Teaching in Portugal

2.2 English Language Teaching in Portugal

As far as the schooling system in Portugal is concerned, Portuguese is the language of transmission in all schools, although in certain private schools such languages as English, French and German may be used (Extra, Yağmur 182).

The whole system in schools is divided into basic (9 years) and secondary education (3 years). Basic education is divided into 3 cycles. English language becomes part of the obligatory curriculum only at the beginning of the 2nd cycle, i.e. from year five. However, from the beginning of the 1st cycle students can choose English language learning as an extracurricular activity (Portugal. Governo de Portugal 31). In secondary education the study of two foreign languages is obligatory. In addition to English language students may choose such languages as French, German, Spanish, Latin and Classical Greek.

In higher education the language of instruction is mostly Portuguese but the Bologna Process implementation created pressure on universities to become “European” and offer courses in English (Veiga, a Survey on the Implementation of the Bologna Process in Portugal).⁷

In most Portuguese schools students start learning English language from year five and according to the official program of Portuguese government (Portugal. Governo de Portugal)⁸, students must become independent users (according to CEFR standards) of English language during 5 years of learning. So, in the 1st year of learning students are supposed to master 1 level of knowledge. Here is the table that shows the correspondence between the school year and the level that is supposed to be obtained:

⁷ A survey on the Implementation of the Bologna Process in Portugal, released in 2007, available on-line at: http://www.ihep.org/assets/files/gcfp-files/Implementation_Bologna_Portugal.pdf
Last accessed: (21.02.2014).

⁸ An official program made by Portuguese ministry of Education on English learning in schools (basic education).

Cycle 2	Year 5	A1
	Year 6	A1+
Cycle 3	Year 7	A2
	Year 8	A2+
	Year 9	B1

Comparatively speaking, learning a foreign language starts quite late in Portuguese schools and so attempts have been made to bring Foreign Language Learning into the first four years of schooling as it may improve the knowledge of foreign languages (Portugal. Governo de Portugal 4).

Indeed, the First European Survey on Language Competencies (ESLC) (88) showed that an earlier onset is related to higher proficiency in the foreign language tested.

Members of Portuguese National Council of Education have the same opinion about this question. They are sure that learning languages should start at early ages for the children to get used to the sound of a language learnt. It is believed that the discovery of other languages is seen as a means to better understand each other and to build their own identity (Portugal, Governo de Portugal 4, my translation).

In order to consider this early learning aspect, as will be seen below, the students were asked questions related to their early learning of English inside and outside the classroom.⁹

2.3 English for students inside and outside the classroom

The time students start learning foreign languages is not the only factor of good or bad results. Key factors to high proficiency in a foreign language are also motivation, goal, ability to acquire a foreign language and many others.

English teaching and learning in Portugal differs from many European countries. The exposure to English is very high in Portugal and so, the results of learning may significantly differ from those in the countries where the learners are limited only to classroom learning.

⁹ Chapter 4.2 considers the findings from pre-school and early schooling.

According to Rosa (2006), 20% of television programs on national channels, 91% of films shown in movie theatres is subtitled and the vast majority of these programs or films have English as the original language (qtd. in Gregório 20, my translation).

Growing exposure to English language outside the classroom might have been a possible reason for the decreasing number of students learning English in general programs in upper secondary education. According to the statistics, provided by the European Commission (2012), in 2005 this number was 49.9% but in 2010 39.2%.

We can conclude that there are opportunities for Portuguese students to learn English inside and outside the classroom.

In order to find this out, in spring 2011 the European Commission conducted a survey. Its main goal was to provide participating countries with comparative data on foreign language competence and insights into good practice in language learning. Fourteen European countries took part in the survey: Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, Spain, Sweden and England. The language tests covered three language skills: Listening, Reading and Writing. Each pupil was assessed in two of these three skills. The results of the survey are reported in terms of the levels of the Common European Framework of Reference for Languages: teaching, learning and assessment (CEFR) (Council of Europe).

According to the results of the survey, 53% of Portuguese students have level A (broad basic level of English as a first foreign language) in Reading part. 26% of students acquired level B (independent) and 20% have lower level than basic.

Concerning Listening, Portuguese students showed almost the same results for levels A and B: 39 and 38 percent accordingly. 23% have lower than level A in the part of listening.

The last part under investigation was writing. The results of the writing part are almost similar with the listening section. 55% of Portuguese students have level A, 27% are independent users of English language and 18% have lower than the basic level.

Data from the Council of Europe (2008) show that the students from countries with the best results in listening are often exposed to English outside school, within the context of language-friendly living environment (qtd. in European Commission 2001 54). The same situation we can notice in Portugal as according to the results received during the research it is found out that the highest level (Intermediate B) of English as a first foreign language is received for the listening part.

Large exposure to a language plays a significant role in English learning and teaching. It helps a lot as in such case learners have a great opportunity to practice language outside the classroom. According to Council of Europe (2008) it is important to create a language-friendly living and learning environment, where different languages are heard and seen, where speakers of all languages feel welcome and language learning is encouraged (qtd. in European Commission 2011 58). Also it is stated, that there is a clear difference between educational systems in the informal language learning opportunities available to pupils (such as pupils' perception of their parents' knowledge of the foreign language tested, individual trips abroad, the use of dubbing or subtitles in the media, and the pupils' exposure to the language through traditional and new media).

This chapter has thus showed that there are similarities and differences in the learning and teaching of English in Portugal compared to other countries and that the informal language learning opportunities may well play a role in the learning of English. The next chapter will outline the research carried out to determine the importance of these differing factors.

CHAPTER 3. RESEARCH

Chapters 1 and 2 discussed the spread of English in the world and the learning and teaching of English. Clearly Portuguese students have a chance to learn English both inside and outside the classroom. In order to see how Portuguese students learn English more, the following research questions were formulated:

- *How large is the exposure to the English language in Portugal?*
- *What is the main source of English learning for Portuguese students? Do students learn more during their classes or outside the classroom?*
- *What is the personal attitude of Portuguese students to the English language? Can it be considered as a second mother tongue?*

3.1 Participants

The participants used in the study were chosen from a population of first-year undergraduate students studying English as part of their Translation or Modern Language Degree at the Faculty of Social Sciences and Humanities at the New University of Lisbon. This group was chosen because it was possible to have access to them through their English teachers.

In order to make research results equal and unambiguous students were chosen where:

- ✓ the main language of usage at home is Portuguese (though other additional languages might also be used);
- ✓ the language of their school education was Portuguese;
- ✓ the country in which they grew up and attended school was Portugal;
- ✓ they currently learn English as a foreign language.

A pre-selection was made to eliminate students who did not satisfy these criteria;

There was no age selection; therefore, there are students of different age. However, the largest number of interviewed respondents is aged less than 25 years of age.

The total number of the learners who took part in the research is 115. Permission was obtained to use the collected data (so as to administer the procedure in an ethical manner).

After completing the questionnaire, the results were carefully analysed and according to these results, 12 students who had mostly learnt the English language outside the classroom were invited to take part in further, detailed research.

3.2 Research data

The next section considers the type of data chosen for the research in more detail. Firstly though, some types of research will be studied.

According to Babbie (121), research involves inductive and deductive methods and is a systematic inquiry to describe, explain, predict and control the observed phenomena. Some of the types of research are the following: basic research, applied research, quantitative research, qualitative research, quasi-experimental and experimental research.

One of the widely used types of research are quantitative and qualitative. According to Bryman (393), quantitative research is about numbers, data, statistics and percentage which results in the form of diagrams, which is why a large number of randomly selected interviewees is involved. Data collection tools in this kind of research are on-line questionnaires, surveys, telephone or street interviews. However, qualitative research must be chosen if a researcher wants to know deeper information about what people do and the reasons that happens. Unlike quantitative research, a small amount of people is interviewed. Data collection tools here are focus-groups, group discussions, observation and reflection field notes, and in-depth/structured/semi-structured or unstructured interviews. Researchers must provide a lot of detailed information while making a report, explaining why and how things happen. "The importance of the contextual understanding of social behaviour is emphasized here" (Bryman 387).

In order to study the different sides of Portuguese students learning a language, two kinds of research were chosen: qualitative and quantitative. To obtain quantitative data, a questionnaire was designed (see Appendix 1), which was followed by carrying out focus-groups (see Appendix 3).

3.2.1 Questionnaire

This study made use of two types of collection tools: a questionnaire and focus-group discussions.

One of the most used tools in qualitative research is designing self-completion questionnaires, which sometimes may be called self-administered questionnaires. Such a questionnaire is completed by a respondent either on paper or on a computer.

Self-completion questionnaire can be received by a respondent in several ways, for example: by post, mail, web or hand-outs during the class. Bryman (221) suggests that it is considered preferable to make an instrument appear as short as possible in order for it to be less likely to deter prospective respondents from answering. Dillman (1983) however argues that an attractive layout is likely to enhance response rates (qtd. in Bryman 2008 221).

In my opinion, questionnaires should not be made very short. The most essential is to make all the questions clear and unambiguous as usually self-completion questionnaires are completed without any feedback from respondents and researchers do not present while the completion is in process.

In the present research it was decided to make web-based questionnaires. Some research was carried out in order to find out if there are many differences between web-based and paper-based questionnaires. Such researchers as Ritter P, Lorig K, Laurent D, Matthews K (Internet Versus Mailed Questionnaires: A Randomized Comparison) claim, that there are no significant differences between these two kinds of questionnaires and that they have the same results.

3.2.1.1 Questionnaire platform selection

The choice of platforms was between: Survey Monkey, Google Docs, Online Survey, ISurvey, FluidSurvey and after consideration it was decided to use Google Docs. The reason why was free usage and simplicity. The advantages were the following:

- free availability on-line;
- design simplicity;
- automatic answer calculation;
- possibility to make the questions obligatory to respond or not obligatory;
- easiness to distribute via e-mail or other sources on-line;
- safety due to automatic changes after each designed question;
- easiness of response control.

When designing and analyzing the questionnaire, disadvantages were discovered as well. These were:

- impossibility to insert a new question to any place preceding the last question while designing a questionnaire;
- limited variety of types of questions;
- impossibility to edit the summary of responses once it is done;
- difficulty to analyse the responses as they are all saved in an Excel document;
- Difficulty to analyze results as some questions in the summary of responses are not always counted and shown as diagrams or pie-charts (e.g. questions 6, 10, 14, 20, 48 (see Appendix 2).

It was decided that questionnaires would be completed by students in a controlled environment – in a Faculty computer room during English class time in order to avoid a low response rate. At the beginning the researcher explained the aim and the procedure and answered all the questions that respondents had.

3.2.1.2 Questionnaire design

While designing the questionnaire, some problems and questions arose. It was difficult to:

- choose the participants for the research
 - ✓ hard to decide if to choose the participants who were born only in Portugal or also include ones who immigrated to Portugal while being very young;
 - ✓ hard to decide if to include participants who had family members who could speak English or not;
 - ✓ hard to decide whether to include participants who lived (or whose parents lived) in former Portuguese colonies or not. They speak more languages, so most likely they have better ability to learn languages;
- choose question types (e.g. in a question about the age of participants. In case of making an open-type question there was a risk of getting wrong answers. Putting an age-grouping (e.g. 16-19) does not give an exact age, which is preferable). Finally, it was decided to try an open-format question in the trial version. Due to the correct results in it, open-format question was also left in the final version of the questionnaire.

The final version of the questionnaire is reproduced as Appendix 1: Questionnaire. It consisted of 53 questions of various types:

Question Type	Example
Multiple choice with only one possible answer	<i>How often do you watch movies or TV programmes in English? (With or without subtitles).</i> <ul style="list-style-type: none">• <i>Nearly once a week</i>• <i>Every week</i>• <i>Once a month</i>• <i>Very rarely</i>
Multiple choice with several possible	<i>Which of the following have you done in the</i>

answers	<p><i>last month in English:</i></p> <ul style="list-style-type: none"> • Posted a comment on Facebook or other social network; • posted a comment on somebody's blog; • posted an entry in your blog; • skyped (or used a similar program); • spoken on the phone; • texted (SMS); • written an email; • talked to more than 10 foreign friends; • watched a movie in English with no subtitles; • chatted to somebody; • shared something creative e.g. a poem or a short story; • other
Open-format questions	<p><i>Do you remember when and under what circumstances you used English outside the classroom for the very first time?</i></p>
Closed-format questions	<p><i>If you talked to a foreign student, who could speak your language, but you could not speak his/hers, what language would you prefer to use?</i></p> <ul style="list-style-type: none"> • English • Portuguese
Dichotomous questions	<p><i>Have you ever travelled to an English speaking country?</i></p> <ul style="list-style-type: none"> • Yes • No

Likert scale questions	<i>How often do you talk to your foreign friends?).</i> Never ____ ____ ____ ____ ____ Very often
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The approximate time for questionnaire completion was estimated to be 15 minutes¹⁰. The questionnaire began with an introduction which explained the aim of the research. Its main part was divided into five parts in order to simplify the outlook of it.

The first part asked for the personal information about the students. There were only three closed-format questions designed in a vertical arrangement. Vertical arrangement has privileges over horizontal as the last one may employ confusion (Sudman and Bradburn 1982 qtd. in Bryman 222). The first part was there to check that the right students were answering the questionnaire.

The second and the largest part consisted of 36 questions as follows:

- 6 open-format questions;
- 24 multiple choice questions with only 1 possible answer and 4 multiple choice questions with 2 or more possible answers;
- 2 likert scale questions.¹¹

The questions of the second part were aimed to provide information related to the research questions regarding exposure to English language, source of English learning (inside or outside the classroom) and personal attitude to English.

Questions included asking about languages spoken by family members, classes attended before primary school, language in which cartoons were watched, English knowledge of students before attending Primary school. There were questions about the classroom experience of learning English, and life experiences e.g. holidays out of Portugal, use of English

¹⁰ This was found to be a good estimate as most students completed the questionnaire within this time.

¹¹ A likert scale is a scale where respondents are presented with a series of statements to which they indicate their level of agreement or disagreement (Bryman 223)

outside the classroom for the very first time, and current use of English – who students speak to, what they have done in the last month in English, if they have foreign friends and which language(s) they use to speak to them, and if they play computer games and, if so, in which language(s), as well as use of Facebook and Youtube and other social media.

The third part of the questionnaire consisted of 6 multiple choice questions with one possible answer. These questions were aimed to explore the experience of students' English usage, usually caused by their own motivation (e.g. *have you ever set English as the main language on your mobile device?*).

This part also contains 2 of the most important questions in order to obtain data for research question 2. The questions were the following: (*What is the main source of English learning for Portuguese students? Do students learn more during their classes or outside the classroom?*) (See questions 47 and 48 in appendix 1).

It should be noted that they were placed at the end of the third section, after students had considered various aspects of English use and learning throughout their lives and inside and outside the classroom, and deliberately followed with other questions to try and not draw too much attention to them.

The fourth part had 5 multiple choice questions with one possible answer in the fourth part. The questions were aimed to see the frequency of English usage by the respondents (e.g.: *how often did you read any website in English last month?* The possible answers are: *never, once or twice, 3-5 times, 6-10 times, more than 10 times*). These provided more information about recent English use.

Almost all the questions of the questionnaire were mandatory (marked with an asterisk) and it was only possible to submit the questionnaire only if all the questions were completed. However, there were a number of questions which were not obligatory. For example: *do you usually know the meaning of the foreign words used in the computer games you play?* Respondents had to reply to this question only in case they played computer games.

In the last part, the interviewees were asked to leave their e-mail addresses in case they agreed to be further interviewed in more details. Lastly, they were asked to leave their

feedback about the questionnaire which also was not a mandatory question, but, as mentioned above, considerably helped the piloting process.

3.2.1.3 Piloting

It was decided to design a pilot version of the questionnaire and distribute it to 20 students for completion. It is considered crucial to have piloting and pre-testing questions as it ensures that the research instrument as a whole functions well (Bryman 247). With the intention to improve the questionnaire afterwards, the students were asked to give their feedback about the questionnaire (in oral and written form (using the chat facility within the Faculty's Moodle platform)). Moreover, in the questionnaire they had an opportunity to include a question which in their opinions could have been included later into the improved version of the questionnaire.

The majority of the feedback received was positive. However, some questions were modified and simplified in order to avoid ambiguity. Here are some examples of feedback given by students:

I think the questionnaire does a great job at finding out how I use our English outside the classroom to help the reader understand how I learn and improve our English. Questions weren't hard to understand or to answer because they were quite direct and simple. (Interviewee 12).

The questionnaire was clear, the questions are simple and it was cool because it makes me think about where I really learn English and it's outside the classes (Julia Fernandes).

3.2.2 Focus groups

As mentioned above, focus-groups form a type of qualitative research. Bryman (387) points out that a distinguishing feature of qualitative research is to “typically emphasize the importance of the contextual understanding of social behavior”. Woods (Qualitative Research) also points out that it helps to reveal finer detail and Silverman (238), points out they provide a “deeper” understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires.

It was felt that focus groups would therefore be the best way to take the questionnaire results and go into more depth with a few students. As such the results of the

questionnaire were analyzed and students who learnt more English outside the classroom than inside were invited to take part in a focus-group discussion which aimed to know more about the way of learning of the students and the amount of exposure to the English language they have had. The total number of interviews was 5 and the number of interviewed students was 12 – 4 groups of 2 and one of 4.

Firstly, a pilot version of the interview was conducted in order to see the best quantity of interviewees during one focus-group, approximate time that it would last and any other problems that the interviewers/interviewees might face. Due to the successful pilot interview, it was decided to keep the data received from it.

The focus-group discussions were partly structured. The interviewer had a list of questions, however, during the interviews new questions arose which gave more useful and efficient data (see the list of questions in Appendix 3). This was in keeping with the contrast as expressed by Gill *et al* (291) defining structured interviews as verbally administered questionnaires, in which a list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration, and Britten (11) where semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (qtd. In Pope 1999).

The time of an interview session varied. A focus-group lasted longer in case there were more than 2 participants. The average time was one hour and a half.

In order to arrange relaxed and friendly environment and receive natural responses from students, the chairs in the room were arranged in a circle.

The whole focus-group process was audio and video recorded in order to simplify the further data analysis and to avoid distorting respondents' answers (Fowler and Mangione, 1990, qtd. in Bryman 202). Bearing in mind that this data might be further used for various reasons, written permission to do so was requested from all the participants.

3.3 Limitations to the research

The most serious limitation of the research is that only students of the faculty of Social Sciences and Humanities of New University of Lisbon took part in the case study. These are the students whose major is learning languages. This means that most of them are motivated and interested in languages. If the research included students of other faculties, the results might have been different.

Another problem encountered with the questionnaire was that it was impossible to control students' age. Even though they were all first-year students, the range of age differed with most students aged less than 24 years old.

The next chapter will consider the findings and results arising from the data.

CHAPTER 4. FINDINGS AND RESULTS

This chapter will look at the findings and results from the questionnaire and the focus groups which were carried out on the students from the Universidade Nova de Lisboa. Appendix 2 provides the summary of the results of the questionnaire and Appendix 3 lists the possible questions asked during the focus groups. Appendix 4 also provides the tape script of the focus groups.

4.1 Personal information about respondents

The research participants are first-year students of Faculty of Social and Human Sciences in New University of Lisbon.

Most respondents have Portuguese nationality (113) and 2 participants have nationality of former Portuguese colonies (Brazil, Cape Verde) (see appendix 2).

98% (112) have always studied in schools where the language of instruction was Portuguese. 3% (3) of respondents had the language of instruction other than Portuguese. Parents or step-parents of 79% (91) of students speak Portuguese as a first language and Portuguese is the first language of 97% (111) of respondents. The age of most respondents is 25 years and less. However, there are 6 students aged more than 25 years old.

The language of communication at home is Portuguese for all the respondents. Some of them use additional languages such as English, French, Spanish, Bulgarian, German, Creoles from Guinea-Bissau and Cape Verde.

4.2 Pre-school and school English learning

English was the first foreign language learnt at school for 97% (112) participants. The first language of other students was French or Spanish.

83% (96) of the respondents did not have any classes with formal learning of English before they officially started learning it at school. However, the results show that by starting the school classes most of them had some basic knowledge of the language. From the question, where respondents could choose multiple possible answers, we can see that 29% (99) knew how to count to ten in English, 27% (90) knew basic words such as names of colours, animals,

and numbers, 16% (55) could write the numbers from one to ten, 11% (38) could ask basic questions, 10% (34) could read and understand simple English and 7% (23) could talk a little about themselves.

According to the fact that English is not a totally new and unfamiliar language for most interviewed Portuguese students by the time they start learning it at school, we can conclude that their language learning informally begins outside a language classroom. One of the sources for this is watching cartoons. interviewee 9 is sure that cartoons are the reason why Portuguese people are so used to the English language. The original language of most cartoons shown in Portugal is English and most of them are not dubbed into Portuguese language though the Portuguese subtitles are provided in some cases. The research shows that 55% (63) watched cartoons in both Portuguese and in English languages, 27% (31) watched them only in Portuguese language and 11% (13) watched cartoons only in the original English version.

Most interviewees think that watching cartoons in English was very useful and it helped to learn the language. “It helped to learn something, to pick up and familiarize some words, so then it became easier to learn them at school. I started to love English with cartoons...I became familiar with the sound of English and it helped a lot” (interviewee 12). Interviewee 1 also thinks that she learnt some English language because of watching cartoons as she could pick up some words and build the whole story. In her opinion it “forced their brains to work” (Interviewee 1). In this case not only the language is developing but also child’s thinking skills. Interviewee 8 says: “I know some people actually learnt English like that. With no video games at all, parents wouldn’t speak that much of English and they actually learnt English through Cartoon Network¹², just like hours and hours watching cartoons and they were pretty good at English”.

However, some interviewees stated that watching cartoons did not develop their English language skills because they were too little to understand a completely new language. “I felt frustrated because I couldn’t understand it...When you are a kid you cannot follow the subtitles, so at that time I preferred to watch the cartoons in Portuguese” (Interviewee 6).

¹² Cartoon Network (CN) is an American television channel, primarily aimed at children and teenagers between the ages of 7-15.

According to interviewee 2, watching cartoons in English language may be useful in two cases: if there is some basic knowledge of the language or if the language of the cartoon is very similar to the native language of a child (e.g. Spanish and Portuguese).

4.3 English language learning inside the classroom

All the students who took part in focus-group discussions stated that teachers play a significant role in English learning inside the classroom and they can influence their future attitude towards the language. Interviewee 1 says that she fell in love with English in kindergarten partly because of the methods the teacher was using. For interviewee 6, it was also an English teacher who made her interested in learning it. “Until the 6th grade I wasn’t that good at English but then our teacher was really committed to us, so she would try to make English interesting for us and her activities were interesting...it was about cartoons and stuff like that”.

In order to know the quantity of actual English language usage (apart from completing controlled exercises from textbooks) inside the classroom, students were offered to complete a likert scale type question in the questionnaire. According to the results, 56 students (49%) had lots of opportunities to use English, 35% (40) had some opportunities to practice English in the classroom, 12% (14) had little and 4% (5) had absolutely no opportunities to speak in English during English language classes.

Interviewee 10 thinks that it is very important what language the teacher speaks during the classes and he is sure that if teachers use only English, even weaker students will start understanding it after some time. interviewee 9 has the same opinion and he noticed the big difference between school and university teachers. He says, “I think that the biggest difference that I felt from English classes from high school to university level classes is that only now have I ever had classes that are fully conducted in English”. Interviewee 5 also thinks that it is a real problem. Teachers always have to speak in English during the classes as it helps a lot and students learn much faster.

4.4 English language learning outside the classroom

The main finding here is that most Portuguese students learn more English outside than inside the classroom. Out of 115 interviewees, 78 students learn more English outside, 9 students learn equally inside just as outside the classroom and only 28 students stated that classroom activities bring them more knowledge than the exposure that they have outside the classroom.

According to the results, we can also state, that age of students somehow influences the way of learning. The study shows that out of 6 interviewees, aged above 30, 4 of them got more English knowledge inside than outside the classroom. This might be explained by the fact, that young people are exposed to English more in daily life whether by the Internet, travelling or communicating with foreign friends.

Concerning the frequency of usage of English outside the classroom, 54% of students' daily use the English language outside the classroom¹³, 25% of students use it twice a week and the rest of the respondents stated that they rarely use it outside the classroom. Most of the students (35%) use it with friends on-line and 28% practise their English face-to-face with their friends.

As far as writing in English outside the classroom, 50% (57) of the respondents write something in English a couple of days a week and 43% (50) write in the English language every day.

In the questionnaire, the students were offered the chance to answer a question about their first usage of English language outside the classroom and the results showed that a lot of the students practised it for the very first time when they were little, even if it was something modest. The biggest number, 33 students first used English when giving directions to tourists in Portugal, 16 students used it while travelling, 9 while meeting new foreign friends, 7 students practised it with their relatives who lived in English speaking countries, 7 students used it with their Portuguese friends or families, 14 interviewees practiced it while watching

¹³ As compared with the 7% quoted in the Special Eurobarometer studies, which interviewed "respondents from different social and demographic groups ... at home in their mother tongue" (Special Eurobarometer 3), as opposed to undergraduate students of English.

cartoons or singing along with songs and 24 students do not remember the very first time they used it outside the classroom.

During the focus-groups, students were asked what they were feeling when they used English for the first time in a natural environment. All the participants replied that they were excited to realize to be able to use the language in real life and it gave them a lot of motivation for further learning. Interviewee 3, for example said that it was “a great victory” to realize it. interviewee 9 said that using English for the first time was like “an empowering experience” and he was happy to understand that he knew how to speak the language which would be useful in the future. Interviewee 6 was excited to realize that she could speak to people from different countries: “English is global so it’s always good because you can always talk with someone from Russia, for example, you feel like wow, we are destroying barriers”.

Further informal sources of English learning reported were as follows:

- **Computer and video games**

50% (57) of the interviewees mentioned in the questionnaire that they regularly play computer games. 98% (58) play them using the English language. In the case of games which include communicating with other gamers using chat facility 86% (62) the students use mainly English.

Students, who were interviewed in the focus-groups, state that playing video-games helped them a lot and some vocabulary was learnt from them. They say that they were motivated to learn the language in order to understand the meaning of the game. Interviewee 8 says: “I had various options while choosing a language for video games and I decided to go with English for no particular reason and I kinda had to get into English language so I could understand the video games”. Also he says that learning English with video games is an interesting and gradual process. You start learning from little things and then you understand more and more. For example: “Press X for “punch”...you press it and they would punch...and you would immediately translate it into your own language. And if you start from those little steps I guess you get somewhere”. For interviewee 3 playing computer games was a source to enrich his vocabulary as he always checked unknown words in a dictionary. Interviewee 11 says

that she learnt a lot from playing video games. “I often played different video games. At the beginning I didn’t understand almost anything but then at 11-12 I started to understand and I was very surprised”.

- **Media**

“The verbs were learnt at the classroom but I am capable to understand because I watch TV and most of things are in English” (Sofia Mendes).

Indeed, as Sofia 11 said, “most things are in English”, mainly because the television channels are not dubbed into Portuguese language which means that most Portuguese people daily hear the English language and it gives them the opportunity to learn it without realizing. The study shows that 83% of the respondents watch movies or TV programmes in English nearly every day. Most of the respondents (50%) stated that they watch TV programmes or movies in English with Portuguese subtitles. 19% (22) prefer English subtitles and 30% (35) do not put any subtitles. Some of the students who took part in focus-group discussions think that subtitles are unnecessary. “I really like to watch movies and series and I don’t put the subtitles coz they confuse me. Dubbed movies...I hate it, it sounds really awful when we see an actress speaking with another language...and the mouth doesn’t correspond to the thing” (interviewee 10). “Also I hate dubbed stuff, I am annoyed by dubbing” (interviewee 12). However, interviewee 8 thinks that subtitles are useful because listening and reading skills are practiced at the same time.

Such an attitude towards dubbing might be also a result of their habit. They are not used to dubbed movies or programmes, which is why everything that is translated into Portuguese language on television sounds strange to them.

Some students think that English channels are more interesting than Portuguese ones. For example, interviewee 3 says that he cannot watch Portuguese TV and everything he watches is either in English or in Japanese. Interviewee 8 thinks that foreign movies are more

famous that Portuguese ones because Portuguese people do not know how to shoot quality movies.¹⁴

- **Foreign music**

According to the results of the questionnaire it was found out that foreign music is popular among Portuguese young people. 80% (92) of respondents know the lyrics to more than 20 English songs and can sing along. Interestingly, a lot of students prefer English songs to Portuguese ones: “Even the songs sound better in English than in Portuguese” (Interviewee 1). This may be connected with the fact that there are a lot of English music radio channels in Portugal.

Most participants of the focus-groups mentioned that they check the lyrics of the favourite songs almost always if they don’t understand some of the words. Interviewee 12 also stated, that song lyrics help him most to learn the language.

- **Internet**

“If you want to find some quality stuff on the Internet it’s most likely to be in English” (Interviewee 2).

Nowadays English can be definitely called as an “Internet language” as a lot of information is in English.

32% (37) of respondents spend more than 2 hours daily using social networks, 30% (34) spend 1-5 hours per week there and 26% (30) are there just 1-2 hours per day. Even though it is a prejudice to think that social network is mainly a waste of time, students who are motivated to learn the English language have a good opportunity to do it on-line.

Portuguese students are so much used to the English language that 76% (86) tried to constantly communicate in English with their Portuguese friends using social networks. Very often they mix the two languages, Portuguese and English and interviewee 6 calls it “PortInglês”. interviewee 9 says that if he receives a message in English from another

¹⁴ Of course “watching TV programmes” and “watching TV” are not necessarily the same thing nowadays when TV can be watched on TV, a TV playback service (e.g. up to seven days afterwards), a TV series bought or downloaded with e.g. all the episodes of a TV series watched one after the other, but this is beyond the scope of this study.

Portuguese person, it is not surprising and he just answers back in the English language as well. Interviewee 2 says: “But that’s the cool thing. You know, you just do it, you know. You just speak in a few different languages and that’s just super cool. It’s not necessarily to impress other people, it’s just so cool that it impresses other people”.

Nowadays the Internet is a great source not only for entertainment but also for learning the English language and Portuguese students do various things on the Internet in order to practice their English language skills unintentionally or on purpose. For example, 40% (46) of respondents daily visit English websites for a special interest or hobby and 97% (112) watch YouTube videos not just to listen to a song but for other purposes as well. 41% (103) respondents watch YouTube videos for fun, 24% (61) try to learn how to do something (e.g. how to cook chicken), 23% (58) try to learn some information for private use and 10% (24) use YouTube videos in order to learn some information for classes.

Interviewee 4 says that watching Youtube videos and Internet on the whole are the best ways to learn English: “and I guess I started learning it like seriously when I started watching Youtube videos. I remember the first videos I saw...and I didn’t get anything, I was just watching and trying to catch some words to connect and understand and like now if I want to see a video I can understand everything and I guess like listening a lot helps you ...yeah Internet helps a lot, for me it’s the best way”.

- **Travelling**

Travelling is another way for Portuguese students to practice the English language. 57% (66) stated that they never travelled out of Portugal with their family when they were under 12 years old. 30% (35) travelled once a year and 42% (48) travelled to an English speaking country at least once in their lives.

While travelling, 50% (58) of students prefer to speak in English. Interestingly, but even if the students travel to Spain they prefer to speak in English despite of the fact that Spanish and Portuguese are very similar languages. Interviewee 11 is half Spanish and she finds it weird that she prefers to speak English rather than Spanish. “English just comes out more

naturally and I feel I'm more English than Spanish". Interviewee 1 thinks that this happens because Portuguese people do not have much contact with Spanish like they do with English.

- **Students' own motivation to use the English language**

Portuguese students say that nowadays everything is changing and English is becoming more and more important and in order to live a fully life it is necessary to know the English language. Interviewee 12 says that learning a language opens a billion doors, especially such well-known throughout the world as English.

Interviewee 1 said, "And my best friend, Alice, when I just met her, she couldn't speak any English, she didn't know anything. And I helped her, taught her and now she can speak like a "normal person". She said "normal person" unintentionally. It means that in her opinion, every educated person nowadays has to know how to speak in English. This is also an interested documented case of student peer teaching outside a language classroom.

Possibly this perception of the importance of the English language is one of the reasons Portuguese people learn the language. They also like it and enjoy using and practicing it. However, interviewee 2 says that a lot of patience is needed in language learning as it is not easy, especially at the beginning. "That initial part usually demotivates students a little bit. And once you get to the level where you can just watch something and understand a little bit, that's just great".

Interestingly, in some circumstances students even prefer the English language to Portuguese. For example, it is interesting that 66% of the interviewees stated that they would prefer to speak English and not Portuguese with the foreigners whose language would be new to them but in case these foreigners would know how to speak Portuguese. From this we can conclude that these people are motivated to learn English and they are ready to use it in case of any opportunities.

Another factor that may enhance students' motivation is having idols, either singers, actors or some other famous people. For example, interviewee 6 had an idol when she was little and that motivated her to learn English: "When I was young I was like yeah I wish I was born or my mother was born in New York and I was born in NY because I had an idol which I'm

embarrassed to say ... Britney Spears and I wish I was her little sister or something like that. So when I first started to speak in English I was like yeah one more step and I'm there!". For interviewee 7 the motivation became the fact the she could show her parents that she was learning new things and she could already say some things in another language. "I started learning English in kindergarten when I was 5. I would go to the class and learn new words and then I would go home and speak to my mum and she would understand nothing and I wanted to show off. That's basically the reason why I've started".

Students who are motivated to speak another language are more successful than those who are not interested. Very often motivated students use the English language, even if it is not required by their English teachers. For example, 72% of the interviewees stated that they have tried to set English as the main language on their mobile device. 76% tried to constantly use English with Portuguese friends while communicating in social networks and 67% tried constantly using English with foreign friends who also speak Portuguese while communicating in social networks.

The interesting fact is that sometimes students, while speaking in Portuguese, remember English words first and then they translate them into Portuguese. "For me I have a lot of friends who don't know Portuguese words and they try to remember in English. Yes seriously, sometimes I'm thinking of a word and I don't realize it. I need to think in English and then put it in Portuguese" (interviewee 3). This probably occurs with the English words that are used a lot by Portuguese students.

A lot of Portuguese students use English words in their daily Portuguese speech because they like it and they find it "cool" and "fancy". So, there are some words and expressions that are never translated into Portuguese language, such as: awkward, fancy, awesome, cool, annoying, that's annoying, you are being annoying, whatever, anyway, fancy, that's nice, I like that, old school, classy, Oh...don't say! Oh...please, sorry, thanks, what's up,

The students mention various reasons why they mix Portuguese and English languages in their speech. They are the following:

- English is fashionable and trendy

Using English words in Portuguese speech is fashionable as it shows that a person knows a foreign language which is always a priority. For example, interviewee 4 says that from the childhood, she has always been amazed by people speaking different languages: “When you are a kid and you hear someone speaking in English...you are like WOW, how do you do this?”

Interviewee 2 has a different view about this. He thinks that there is some psychological effect and people start thinking in English because they believe that it is “cool” and he thinks that it begins in the school and children who manage to speak another language are considered to be the smart ones.

- Get away from the routine

For interviewee 8 speaking in English is a way to get out of the regular routine. “We break the routine by saying something in English or having a chance to talk to someone in English”. He also says that it feels very good if you really enjoy speaking different languages.

- English jokes and set expressions are hard to translate

Some words and expressions are hard to translate into other languages (e.g. jokes or set expressions). Interviewee 2 says: “...you wanna say it in English...you can express some things in English better. I mean maybe when you are making a reference...a reference to something, whatever it is. You just have to say it in English coz if you want to translate it, you just sound ridiculous. If it’s like a joke from a TV show or something...or some scene...you cannot really say it in Portuguese, it doesn’t make sense. “Yes, coz there are some English expressions that you can only say in English and you can’t translate them and some Portuguese expressions that work only in Portuguese” (Interviewee 1).

Interviewee 8 also says that there words in the English language that do not exist in Portuguese. For example, “to skateboard” or “to post” (in the meaning of “to post on Facebook”). In these cases they use English versions or create new Portuguese words like “skeatar” or “postar”.

- Difficulty with remembering a Portuguese word

The English language is so ubiquitous that some words appear in the interviewees' head more quickly than Portuguese ones. The students who were interviewed say it happens very often that they cannot find an equivalent of an English word in the Portuguese language. Interviewee 4 says: "Sometimes it's like I need to say something, like an expression...and I only know it in English. A couple of days ago I was at a friend and I was like...eh...I was speaking in Portuguese and I was like oh my God I can't find the word in Portuguese...like "reassure" and I was like "I don't know...I just know it in English...and yeah it happens a lot.

Interviewee 5 says that it usually happens with some terms for example, from fashion. They know the term in English and if to translate it into Portuguese it will not sound the same.

- English is natural

For some Portuguese people the English language became so natural, that they do not need to think before saying something in English. Interviewee 3 compares it to the Portuguese language and he thinks that speaking in English and in Portuguese is very similar. "It's daily. It's like speaking Portuguese. Not like...but it's very similar. The way I express myself in English, the way I talk to other people...from Erasmus, in Bairro Alto...I try to make contact every time...so...it's natural". Interviewee 10 thinks that if people do not think when they speak in a foreign language, it is a good sign: "I think that's the thing that separates people who are fluent and who are not. It's when they don't think, they don't translate". interviewee 9 also mentions that nowadays it is not fancy to speak in English, but it is more natural and common: "when we were kids and learning a new language yes of course it was really "fancy". Now we are at university where a lot of people speak English...of course it's easier to communicate...but it becomes common".

However some students still need to think in Portuguese and then translate the sentence into English. Interviewee 8 says, "Probably it depends on the length of the conversation. If people want to say just a couple of sentences, they most likely have to translate them first. In case of longer conversations there is no time to speak, so you just say it".

4.5 Perception and usage of English language by students

A lot of people speak in English nowadays but not everybody enjoys and feels comfortable using it.

During the focus group I tried to know if the students enjoy speaking English or Portuguese more. From their answers we can conclude that all the participants like the English language a lot, whereas only half of them admitted that they enjoy speaking in English more than in Portuguese. For interviewee 8 it is easier to express his feelings in the English language. "I was always more into English than Portuguese". One of the reasons for that, as he explains, is that the English language is more practical than Portuguese. An example is the way people address to each other in these languages. In English there is only 1 form to address somebody in a polite and a friendly way, whereas in Portuguese language there are different forms and it can be tricky to choose the right form of treatment.

As regards expressing the feelings of love, joy and happiness, all the participants had the same opinions. If they want to show real feelings they prefer to do it in their native language. The feelings expressed in the foreign language are not perceived as real ones, even though it is easier and they feel more comfortable. For example, interviewee 6 says: "I think Portuguese has more meaning in a literal sense of it. It's like "amo-te", it's more strong. And sometimes I become shier speaking Portuguese and English is softer, so you kinda feel warmer. I say "I love you" to my friends but it doesn't mean the same. Interviewee 11 also thinks that saying "I love you" in Portuguese is more real and to say the same in English sounds less awkward.

Interviewee 3 says that there is a lot of influence by the American culture and the frequency of saying "I love you" is exaggerated. He says: "I think it's more a cultural thing. Because we are always being shocked by an American culture...and "I love you"...if you say "I love you" to some person, it's O'K...and in Portuguese it's "amo-te"...it's more strong. And I think that's why we prefer English to express feelings".

Concerning words which express anger and dislike, Portuguese students have the same opinion. Most of them prefer to use such words in English as in Portuguese they seem to

have much stronger connotation. interviewee 9 also thinks that if to use English, there may be some misunderstanding. He says: “there is always a barrier between what we say and what people understand. I don’t know all the details of what other people know”.

For some interviewees English language is so natural that they use it unintentionally, sometimes just like their mother tongue. They think and talk to themselves in English as if it was their native language. And it is not a part of an exercise which they would do on purpose. It is happening without realizing. Some students say that their thoughts are always in English. For example, for interviewee 1 it is hard to constantly think in Portuguese because English words mix with the Portuguese language: “A month ago I realized that when I think it’s in English. I tried to spend all day thinking in Portuguese and I can’t, it’s really hard coz words pop up in my head in English” (interviewee 1). Interviewees 4, 11 and 12 speak to themselves or think in the English language just sometimes. “Also I sometimes use English in my thoughts. Sometimes I’m on the bus, wondering about stuff and it’s all in English” (interviewee 12). “I’m still 50/50. I’m either thinking in English or in Portuguese. I don’t really speak to myself. I think to myself but I don’t say it out loud. I talk to objects like “stop falling”, “why are you so stupid”. I don’t know, it’s just easier, just comes out in English, that’s it! Not planned” (interviewee 11). “But sometimes I just end up realizing that I’m speaking English to myself. I’m speaking to myself a lot like alone when I’m at home or walking around speaking in English and like ... what am I doing?” (Interviewee 4).

Thinking in a foreign language is a huge step to become fluent and interviewee 9 admits that “when we start thinking in a language that is not own mother tongue, it means things got serious”.

Some of the interviewees see their dreams in English and they find it strange. Interviewee 6 says: “Yeah, sometimes I dream in English and it’s weird”.

An interesting and strange thing to find out was the fact that some of the interviewees who have pets talk to them in the English language. Interviewee 12 explains it so that his cat has an English name and that is why he speaks to her in English. Interviewee 6 also speaks with

her dogs that also have English names Tommy and Catherine, in English. She does not speak much to them but she uses English in order to give them some orders like “sit” and “stand”.

All this exposure to the English language has helped some Portuguese students interviewed to acquire the English language almost as well as their mother tongue. That is why for all the interviewees English is their second mother tongue. They hear and use it every day; they think and even dream in English. However, they still can feel the difference between abilities to speak in English and in Portuguese. Interviewee 1 says: “There is always a difference coz there are some English expressions that you can only say in English and you can’t translate them and some Portuguese expressions that work only in Portuguese”. Interviewee 10 says that “That’s the point that English learners want to achieve. When English equals to Portuguese”.

interviewee 11 is half Portuguese and half Spanish but she says that for her it’s easier to speak in English than in Spanish. “English just comes out more naturally and through years you’ve learnt so much vocabulary”.

The students think that English is their second mother tongue. However, almost all the participants answered negatively the question if English could be considered as their first mother tongue.

Interviewee 5 says, “Mother tongue for me is when I can say everything correctly, express myself with no problem, if there is no need to go to school in order to be able to speak. That is why I cannot say that English is my first mother tongue”.

For interviewee 7 a mother tongue is when “everything is said instinctively with no thinking and when there is no need to think before correcting a mistake”. She finds it hard to say whether she is more English or Portuguese. “I kinda stand in the middle of it. But the fact that I shout “mãe” and not “mummy” when it hurts or I fall down” makes me think that I am still Portuguese and not English”.

interviewee 8 confidently answered this question by saying that he feels more English than Portuguese. “For me mother tongue is when you feel comfortable using a language and in Portuguese sometimes I don’t feel that. It seems to us that we make mistakes in English and that makes us think that it cannot be our first mother tongue. But that happens because we

speak it too fast, like we do it in Portuguese. But if we speak it more slowly like Englishmen do, we won't do any mistakes".

Another interesting comment made during the focus groups was that according to Interviewee 12 there is a difference in English learning and practising between homosexual and heterosexual people. He says, "people in this community have a big sense of activism. They want to be in all the new laws coming up...petition...that are all around...oh sign this and sign that! And petitions are mostly all in English so most people have better than just some basic understanding and then...shows...like musicals...not everybody really likes musicals but musicals are a big way to help you to understand English".

However, he says that there are a lot of homosexual people who do not like and do not practice the English language a lot. He is just stating that their chances to know English better than heterosexual students are higher due to the more ways and opportunities to practice the language.

CHAPTER 5. IMPLICATIONS OF FINDINGS AND CONCLUSION

This final section will look at the answers obtained to the three research questions and then consider the implications of this for language teaching.

The results of the first research question have shown that the English language is ubiquitous and widely used in Portugal, especially by younger generation. The exposure to the language is great and people hear the English language starting from the childhood. Students acquire it almost like their mother tongue by watching cartoons and playing computer and video games. One of the most important things that enlarges the amount of exposure to the language is the fact that there is no dubbing of the movies or programmes on the television. The research shows that there are a range of ways in which students can have exposure to English, and some are very commonly utilized (films and music) and other by half the students (computer games for example).

The second goal was to see whether Portuguese students learn more English during the classes or outside the classroom. Questions 47 and 48 of the questionnaire were directly focused on this question (see Appendix 1). The results have shown that on the average, 60-70% of English is learnt outside the classroom and 30-40% is learnt during the classroom activities (see Appendix 2).

The last aim of the research was to see how the Portuguese students perceive the English language and whether they consider it to be their second mother tongue or not. The results of the research show that most of the interviewees enjoy speaking and using the English language. They use it when they have such opportunities and one of the reasons for that is the desire to “get out of Portuguese routine” (interviewee 8). English language is not only used because it is “cool” and “trendy”, but for many Portuguese people it is very natural. Unintentionally they very often mix the English and Portuguese languages and interviewee 6 calls it “PortInglês”. They are so used to English that they think and often dream in it. Many interviewees speak to themselves and to their pets in the English language. It was interesting that all the interviewees who took part on the focus-groups consider English to be their second mother tongue. However, only one student said that he feels more comfortable with English

than with Portuguese, not speaking only about the language, but about the culture as well. That is why he considers English to be his mother tongue.

According to the research results, it is suggested, that the teaching methodology is adjusted to the way of language learning in Portugal. English teachers should consider the fact that most percentage of the language is learnt outside the classroom.

Most interviewees think that more attention should be paid to the teaching of grammar as most part of the vocabulary is learnt from the movies, songs, communication with friends and the Internet. As they learn it in natural conditions just like they acquire their mother tongue, it means that they do not know the names of verb forms and other grammar rules. As interviewee 7 says, “Russian people learn grammar and I just watch TV”. Interviewee 12 says, “They should teach stuff that I always use...like technical terms...so I’d never heard about Past Simple Continuous”.

It would be interesting to follow this up with studies targeting different ages of students in geographically different areas. A student who is currently twelve years old would probably have a different experience to the first year university students’ interviewed in this study. It would also be useful to study the exposure of English of those who have been less successful language students.

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APPENDIX 1. QUESTIONNAIRE

English Learning Outside the Classroom

Hello! My name is Lilit and I am a student from Russia doing research in Portugal. I am interested in finding out about your English language learning experience. I really appreciate you taking the time to help me! Thank you!

NOTE: all the questions, marked with asterisks are mandatory to be answered.

1. Have you always studied in schools where the language of instruction was Portuguese?
☐ Yes
☐ No
2. Do your parents or step-parents speak Portuguese as a first language?
☐ Yes
☐ No
3. Is Portuguese your first language?
☐ Yes
☐ No

Here part 1 is finished. If all of your answers were YES please, continue the questionnaire. If you have other answers, that is the end of the questionnaire. Thank you for the time spent helping us.

4. How old are you? (e.g. 20)

5. What is your nationality?
(The country written on the legal documents identifying you)
☐ Portugal
☐ EU (other than Portugal)
☐ Dual nationality
_____ Other
6. What languages other than Portuguese are regularly spoken in your home?
(Please, enumerate all the languages spoken regularly in your family)

7. Did you go to any English classes before starting Primary School?
☐ Yes
☐ No

8. What language did you watch cartoons in before going to Primary school?

☐ English

☐ Portuguese

☐ Both English and Portuguese

☐ Option 4

☐ Other

9. Which of the following could you do in English before you started learning English in school?

Tick all the statements which were true for you.

☐ I could count to ten.

☐ I could read and understand simple English.

☐ I could write the numbers one to ten.

☐ I knew basic words such as names of colours, animals, numbers, family, etc.

☐ I could ask basic questions.

☐ I could talk a little about myself.

10. What languages and how long did you formally learn these at school? (Full-time education from primary school onwards). Note: do not include any years you repeated in school.

Example: English, 6 years; Spanish, 3 years

11. Was English the first foreign language you learnt in school?

☐ Yes

☐ No

12. If no, what was the first foreign language you learnt?

This question is not obligatory to answer.

13. Apart from doing controlled exercises (e.g. from the textbook) did you have the chance to speak English in class?

I had no opportunities ☐ ☐ ☐ ☐ I had lots of opportunities

14. What languages have you formally learnt outside school (with tutors, in a language school etc.)

Example: Spanish, English, Dutch.

15. How often did you travel out of Portugal with your family when you were a child? (Under 12)

☐ I did not travel at all.

☐ Once a year.

☐ Twice a year.

___ More than twice a year.

16. Have you ever travelled to an English speaking country?

___ Yes

___ No

17. If you have travelled out of Portugal which language did you mostly use?

___ English

___ Portuguese

___ A language of the country I visited

18. How many English songs do you know the lyrics to?

Not every single word of the song but enough to sing along!

___ 0

___ 1-10

___ 11-20

___ More than 20

19. How many books in English of more than 100 pages have you read in the last 12 months?

___ 0

___ 1-3

___ 4-6

___ More than 6

20. Do you remember when and under what circumstances you used English outside the classroom for the very first time?

Please provide a few details.

21. Nowadays, how often do you speak in English outside the classroom?

(Actually using your mouth rather than "speaking" through chat.)

___ Every day

___ Twice a week

___ More

22. Who do you speak to most often in English?

___ Parents

___ Friends (face-to-face)

___ Friends (online)

___ Classmates

___ Other

23. How often do you write in English outside the classroom?

Note: Not writing asked for by a teacher. Can be written either on paper or online.

___ Every day

- ☐ A couple of times a week
- ☐ Never
- ☐ Other

24. Which of the following have you done in the last month in English

Note: Please tick all the options that apply to you. If things are missing, just put them in the Other box (as many as necessary).

- ☐ Posted a comment on Facebook or other social network
- ☐ Posted a comment on somebody's blog
- ☐ Posted an entry in your blog
- ☐ Skyped (or used a similar program)
- ☐ Spoken on the phone
- ☐ Texted (SMS)
- ☐ Written an email
- ☐ Talked to more than 10 foreign friends
- ☐ Watched a movie in English with no subtitles
- ☐ Chatted to somebody
- ☐ Shared something creative e.g. a poem or a short story
- ☐ Other

25. How often do you watch movies or TV programmes in English?

With or without subtitles

- ☐ Nearly every day
- ☐ Once a week
- ☐ Once a month
- ☐ Very rarely

26. If you talked to a foreign student, who could speak your language, but you could not speak his/hers, what language would you prefer to use?

- ☐ English
- ☐ Portuguese

27. How many foreign friends do you have?

- ☐ 1-5
- ☐ 5-10
- ☐ More than 10
- ☐ I do not have any foreign friends

28. How often do you talk to your foreign friends?

Never ☐ ☐ ☐ ☐ ☐ Very often

29. Do you regularly play computer games?

- ☐ Yes
- ☐ No

30. If yes, which language is mostly used in the computer games you play?

You only need to answer if you answered yes to question 29

- ☐ English
- ☐ Portuguese
- ☐ Other

31. Do you usually know the meaning of the foreign words used in the computer games you play?

You only need to answer if you answered yes to question 29

- ☐ Yes
- ☐ No

32. If you play online games with a chat facility, which language do you chat in?

You only need to answer if you answered yes to question 29

- ☐ Mainly in English
- ☐ Sometimes in English
- ☐ Only in Portuguese

33. How much time do you spend in social networks? (Facebook, Skype, Myspace, etc.)

- ☐ I do not use any social network
- ☐ 1-5 hours per week
- ☐ 1-2 hours every day
- ☐ More than 2 hours every day
- ☐ Other

34. How often do you go to any English websites for a special interest or hobby of yours?

For example: to read poetry, see football results, get technology information, celebrity information, recipes, jobs, etc.

- ☐ Never
- ☐ Once or twice a week
- ☐ Nearly every day
- ☐ Every day, various sites

35. Do you ever watch a Youtube video in English apart from a song?

- ☐ Yes
- ☐ No

36. If yes, how often do you do that?

You only need to answer if you answered yes to question 35

- ☐ Never
- ☐ Sometimes
- ☐ Nearly every day
- ☐ several times a day

37. If yes, what is the reason for that?

You can tick several answers

- ☐ To learn how to do something (for example, how to cook chicken)
- ☐ For fun
- ☐ To learn some information for classes
- ☐ To learn some information for private use
- ☐ Other

38. When you watch an English movie or television programme, do you watch it

- ☐ In English without subtitles
- ☐ In English with English subtitles
- ☐ In English with Portuguese subtitles
- ☐ In another language

39. When you post a comment on a social network do you usually:

- ☐ Do it in Portuguese
- ☐ Do it mostly in English
- ☐ Do it in English half the time
- ☐ Do it rarely in English
- ☐ Other

Have you ever tried doing these things?

40. Set English as the main language on your mobile device.

- ☐ Yes
- ☐ No

41. Watched a movie in English language with no subtitles at all.

- ☐ Yes
- ☐ No

42. Watched a movie in a language other than English (dubbed version) but with English subtitles.

- ☐ Yes
- ☐ No

43. Translated unknown words from the lyrics of an English song.

- ☐ Yes
- ☐ No

44. Constantly used English with Portuguese friends while communicating in social networks.

- ☐ Yes
- ☐ No

45. Constantly used English with foreign friends who also speak Portuguese while communicating in social networks.

___ Yes

___ No

46. How many foreign languages can you speak well enough to communicate socially?
Please write a number. E.g. 3

47. Do you think that your progress at learning English in school was due to:

___ What you did in your English classes at school

___ Your own use of English outside the classroom

___ More 1. than 2.

___ More 2. than 1.

48. What percentage of your English do you think is because of what you learnt in the classroom and what you learnt outside the classroom.

Write the word classes with a percentage then the word outside with another percentage, so the two numbers add up to 100%

How often did you do these things in the last month?

49. Watched news in the English language.

___ Never

___ Once or twice

___ 3-5 times

___ 6-10 times

___ More than 10 times

50. Read a newspaper in English (online or in paper format)

___ Never

___ Once or twice

___ 3-5 times

___ 6-10 times

___ More than 10 times

51. Watched TV in the English language

___ Never

___ Once or twice

___ 3-5 times

___ 6-10 times

___ More than 10 times

52. Listened to the radio in the English language

___ Never

___ Once or twice

___ 3-5 times

___ 6-10 times

___ More than 10 times

53. Read any website in the English language

___ Never

___ Once or twice

___ 3-5 times

___ 6-10 times

___ More than 10 times

After the questionnaire I would like to contact some of the respondents and interview them more fully. That's why I would kindly ask you to leave your e-mail below.

Your e-mail

I would like to use the data given in my research by you. Please, indicate if you agree to give the permission to do so or not.

___ I agree

___ I do not agree

Any question you can think of that would be useful to ask about learning English outside the classroom?

If you have any questions and suggestions to improve this questionnaire, please, contact me.

Lilitka07@mail.ru

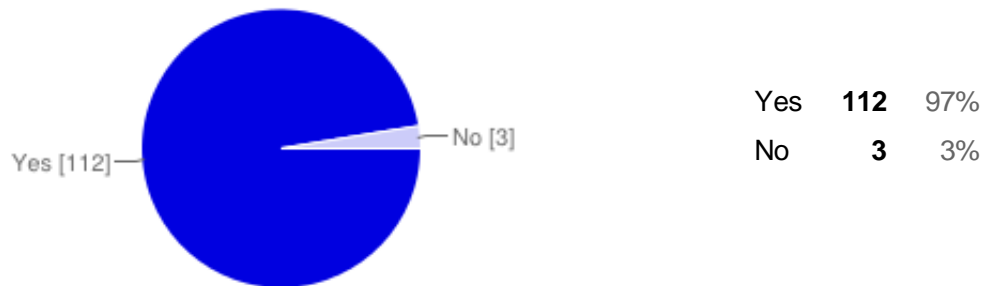
This is the end of the questionnaire, thank you!

APPENDIX 2. SUMMARY OF RESULTS OF THE QUESTIONNAIRE¹⁵

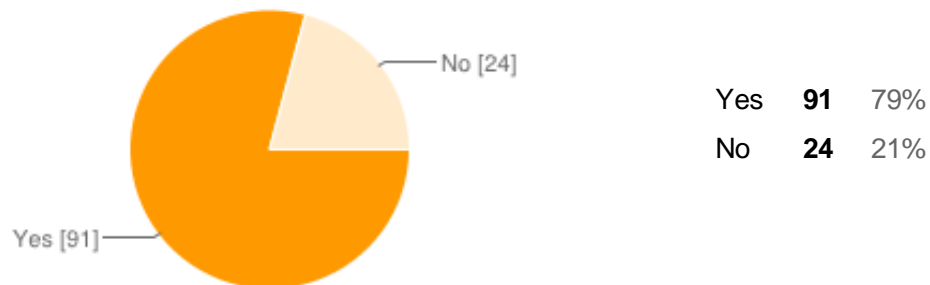
115 responses

Summary

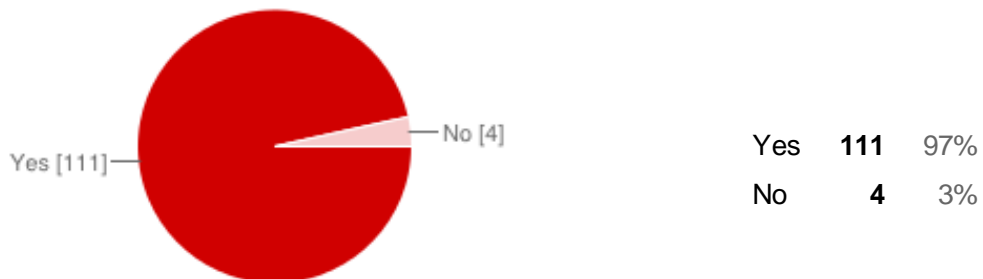
1. Have you always studied in schools where the language of instruction was Portuguese?



2. Do your parents or step-parents speak Portuguese as a first language?



3. Is Portuguese your first language?



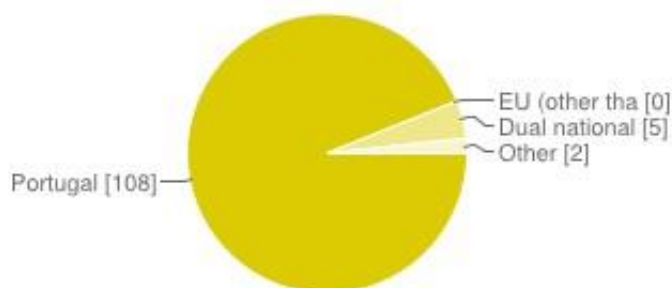
¹⁵ It should be considered that mistakes made by students in open-ended questions were not corrected.

Here part 1 is finished. If all of your answers were YES please, continue the questionnaire.
If you have other answers, that is the end of the questionnaire. Thank you for the time spent helping us.

4. How old are you? (e.g. 20)

34 37 38 42 22 23 24 25 30 31 19 17 18 21 20
21 years old 19. 56 45 twenty

5. What is your nationality?

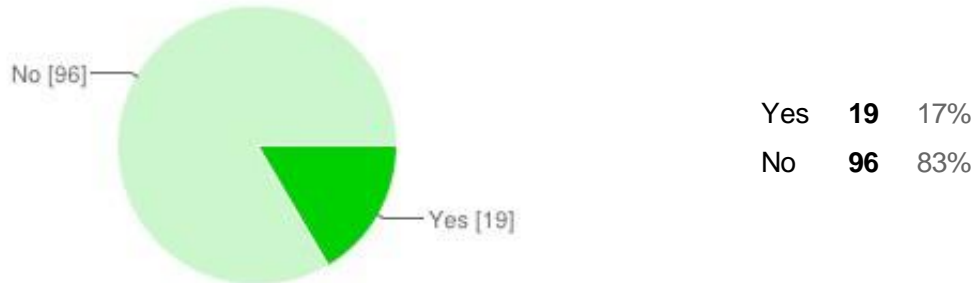


Portugal	108	94%
EU (other than Portugal)	0	0%
Dual nationality	5	4%
Other	2	2%

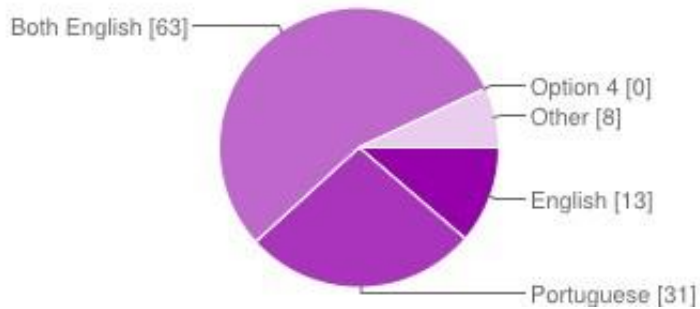
6. What languages other than Portuguese are regularly spoken in your home?

English and French; None, I'm the only person that knows another language Just Portuguese French no English with wife just for practice French Just Portuguese (Regularly, we only speak Portuguese) Portuguese and French English with my brother, because we want it English, French, Spanish Bulgarian. French, English and sometimes German.....English and Portuguese Portuguese None, only Portuguese none (Only Portuguese is spoken in my home.) Only Portuguese. Just Portuguese English. Spanish sometimes Just Portuguese English Just Portuguese we only speak in Portuguese Portuguese Criuolo from Guiné-Bissau None Criuolo, Spanish, French Spanish None Just Portuguese In my home I just speak in Portuguese because my parents don't understand a lot of the other foreign languages. Just Portuguese Portuguese, Spanish Cape Verdian Creole Spanish German French English only Portuguese Sometimes, when I'm chatting with my parents, we speak in English. Only Portuguese Portuguese English, Spanish

7. Did you go to any English classes before starting Primary School?

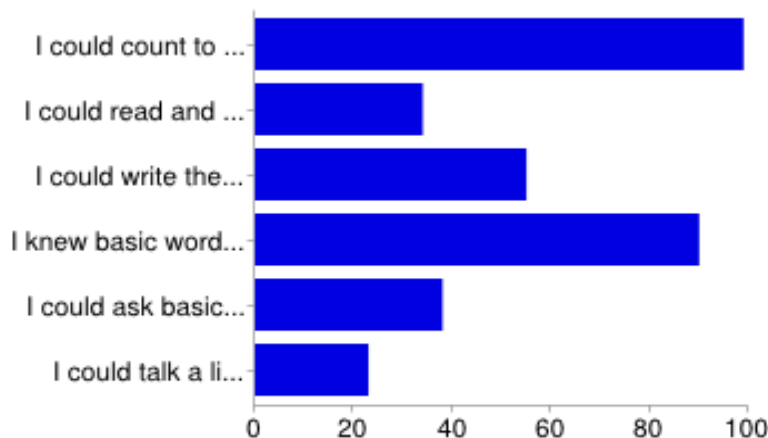


8. What language did you watch cartoons in before going to Primary school?



English	13	11%
Portuguese	31	27%
Both English and Portuguese	63	55%
Option 4	0	0%
Other	8	7%

9. Which of the following could you do in English before you started learning English in school?



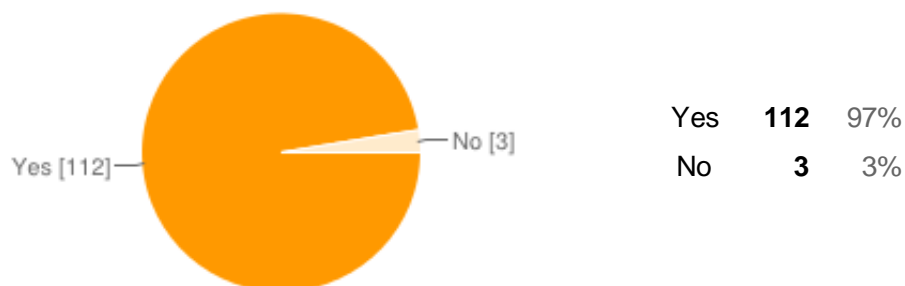
I could count to ten.	99	29%
I could read and understand simple English.	34	10%
I could write the numbers one to ten.	55	16%
I knew basic words such as names of colours, animals, numbers, family, etc.	90	27%
I could ask basic questions.	38	11%
I could talk a little about myself.	23	7%

10. What languages and how long did you formally learn these at school? (Full-time education from primary school onwards). Note: do not include any years you repeated in school.

Spanish 2 years; French 3 years; English, 7 years; French, 3 years; English 6 years; Spanish 3 years. English 10 years; French 3 years; English 6 years; French 4 years; English 8 years; French 3 years; Spanish 2 years; English 12 years; French 3 years; English 14 years; French 3 years; Spanish 1 year; English 5 years; Spanish 3 years; English 10 years; French 5 years; English 7 years; English 12 years, Spanish 1 year; English 8 years; French 6 years; Portuguese 12 years; French, 3 years; English 8 years; English 8 years; I had English 7 years and French 5 years; English 9 years, French 3 years; German 1 year; English 9 years; French 3 years; English 11 years; English 8 years; English 8 years; French 3 years; first year of Spanish; English 9 years; German 2 years; French, 3 years; English 11 years; French 3 years; English 8 years; French 3 years; French 2 years, Spanish 1 year; Spanish 2 years; English 6 years; French 4 years; French 3 years; English 10 years; French 7 years; English 8 years; French 7 years; English 8 years; French 3 years; Spanish 2 years; English 6 years; English 7 years; Spanish 3 years; French 3 years; English 12 years; French 2 years; English 12 years; French 6 years; English 11 years, French 5 years; English 7 years; French 3 years; Spanish 2 years; English 9 years; French 5 years; English 7 years;

French 3 years; English 7 years; French, 5 years; English 12 years; French 2 years; English 8 years; French 2 years; Spanish 2 years; English 12 years; Spanish 3 years; English 8 years (I'm still learning in faculty); French 5 years (I don't have it since the 11th grade); English 7 years, Spanish 3 years, French 4 years; English for 8 years and French for 3 years; English 6 years; French 3 years; English 6 years; French 3 years; English 6 years; French 3 years; English 8 years; French 5 years; English 5 years; French 7 years; English 11 years; French 3 years; Spanish 3 months; English 7 years; Arab 1 year; Spanish 1 year; French 3 years and English 7 years; French 3 years; English 12 years; French 6 years; English 8 years; French 3 years; English 10 years; French 3 years; German 3 years; Spanish 2 years; English 8 years; French 3 years; English 10 years; Spanish 3 years; English 11 years; Spanish 6 years and French, 3 years; English 5 years; French 2 years; English 6 years; French 4 years; English 7 years; French 3 years; English 3 years; English 8 years; French 3 years; English 10 years; French 5 years; English 7 years; French 3 years; English 7 years; Spanish 2 years; French 2 years; English 12 years; French 3 years; German 2 years; English 8 years; French 5 years; English 6 years; French 2 years; English 9 years; Spanish 4 years; English 9 years; German 2 years; French 3 years.

11. Was English the first foreign language you learnt in school?

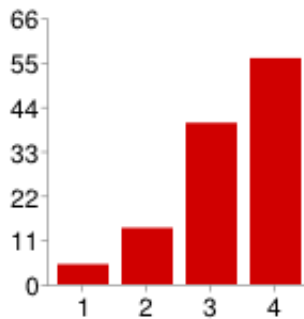


12. If no, what was the first foreign language you learnt?

French; French; Spanish; Spanish (as well) and French.

13. Apart from doing controlled exercises (e.g. from the textbook) did you have the chance to speak English in class?

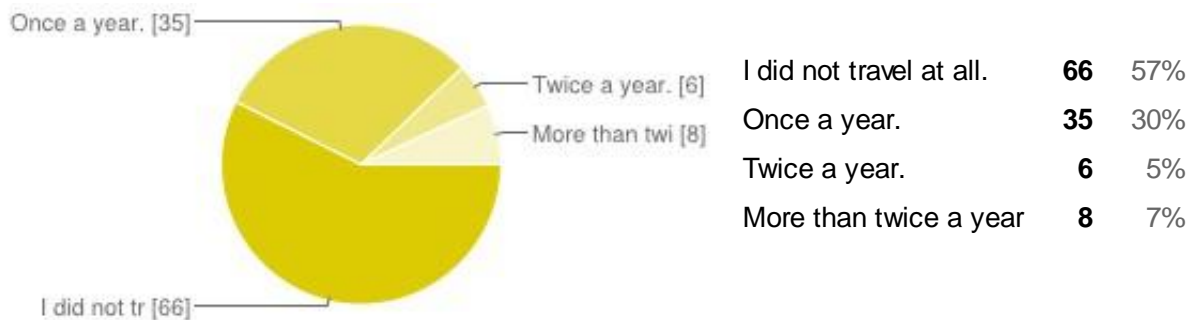
1	5	4%
2	14	12%
3	40	35%
4	56	49%



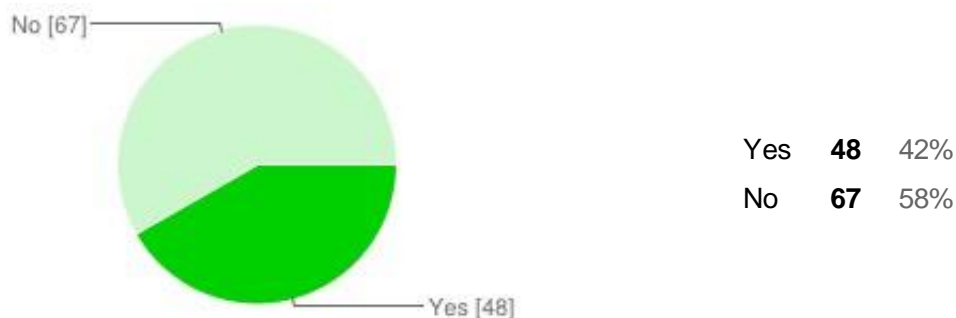
14. What languages have you formally learnt outside school (with tutors, in a language school etc.)

English and French; French; French; Arab; Nothing; nothing; none; -; none; 0; Spanish, this year in faculty; English; English; French; English and French; Spanish, English, French. None; English; only Spanish; none; I did not learn any language; At the moment I'm not learning any languages outside school; German; no one; Korean; none; Spanish, mandarin; English; Dutch; French; Spanish, English ; No one; English; Portuguese; English; Japanese.; any others; German 1 year and a half Polish; half an year Spanish; 5 months English, Spanish; English; None; bulgarian and russian.

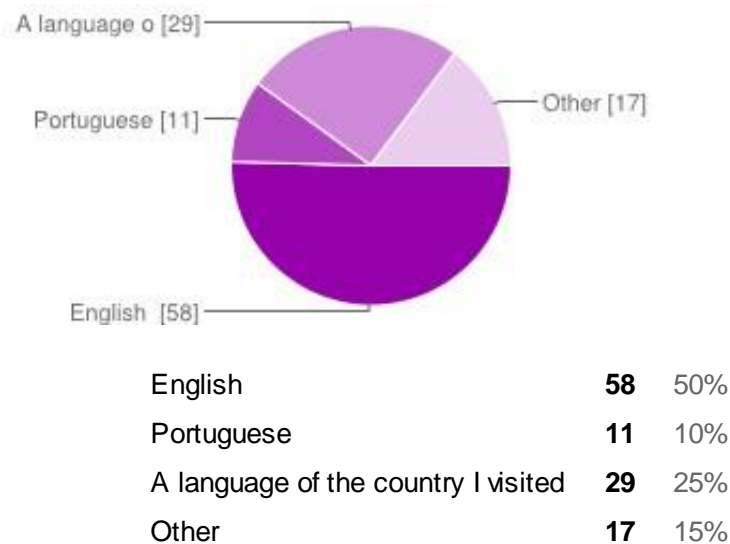
15. How often did you travel out of Portugal with your family when you were a child? (Under 12)



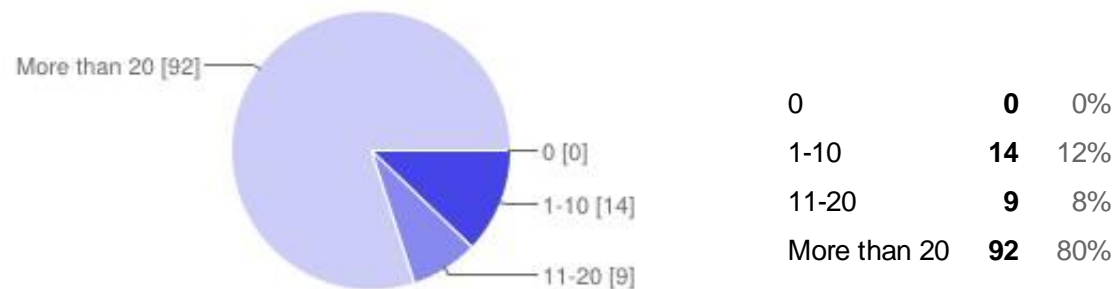
16. Have you ever travelled to an English speaking country?



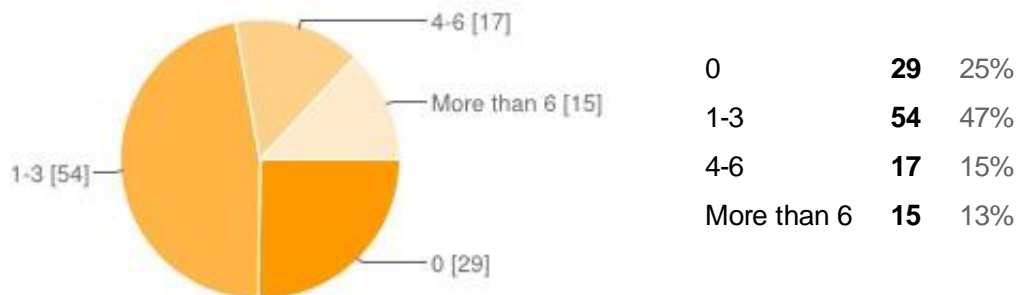
17. If you have travelled out of Portugal which language did you mostly use?



18. How many English songs do you know the lyrics to?



19. How many books in English of more than 100 pages have you read in the last 12 months?



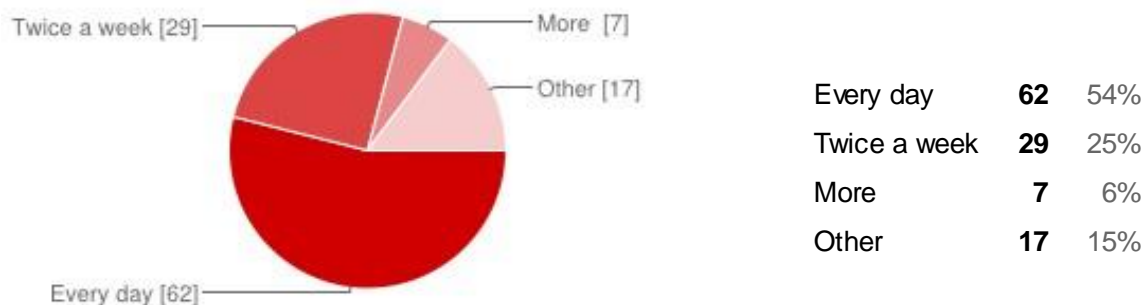
20. Do you remember when and under what circumstances you used English outside the classroom for the very first time?

Before going to school I used english when talking to family members my age, specially since the cartoons were in english, we would discuss some words; after going to school and learning it formally, I would talk with friends and family, and starting mixing portuguese with English; In Lisbon there are many tourists asking you things in English so I had a lot of opportunities to practice my English. I also liked to speak with my friends in English; no; no, sorry!; when I travelled to London; yes, I mostly used english to give turists indications; Must have been helping some tourists; don't remember when; it was probably when i travelled to London at a school trip; when foreign people asks for directions; for example to help tourists and at work talking to clients; to give directions to tourists; when i first met Eva, a Canadian friend; to talk to foreign friends; to read college works; to learn a music lyric; a small part of my family is English, so in order to communicate with them I had to use English; no, I don't remembrer; off class, with friends or colleagues at school; when I was a child, I would repeat words or phrases I heard in cartoons; when i gave directions to tourists; video games; I used English outside the classroom for the very first time when I was playing a computer game several years ago and I was playing and speaking with a group of friends via skype and we all talked in english to each other; I don't remember; I used when I travelled to the United States all by myself and I had to ordered something on a restaurant; speaking with an uncle who lived in London at the time, when he came to visit us; i don't remember, but it was probably with my mother. She's portuguese but sometimes we have small chats in english or French; I used english for the first time to help some british tourists; when a tourist asked me for informations; I was talking with my friend, and she started to speak in english, so i followed her; no; in a hotel when I was on vacation; video games; introducing myself; asking for my foreign friend's contact; since the fifth grade, I've chatted with my friends in English for fun; to help someone with information; I used English when I meet new persons in other countries and English is like an international language; at the age of 3, in Pokemon games; at the age of 6 I was already mildly fluent in English; yes, the first time I used english outside the classroom; for the first time was when I met my half-brother's sisters, they were from the US and didn't speak portuguese at all; yes, to tourists who didn't know where to go and i gave them some directions; yes, to give directions to a foreign woman; it was summer, I had 12 years old, I needed to talk to an american friend that came to visit Portugal and didn't know a word in Portuguese; I started using English for cartoons and videogames and also because my parents would often

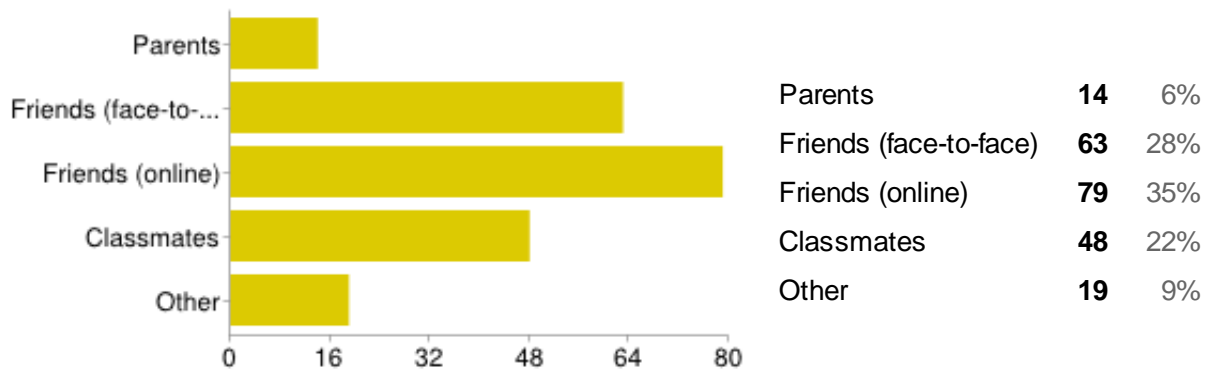
tell me stuff in English and it was all even before I first started studying English; yes, when I was 13 at the mall a lady asked me where was the bathroom; in Lisbon, a person asked me for directions; when I travelled to London and when in contact with tourists; I think the first time that I used English outside the classroom was when I went to London about 7/8 years ago; when talking to people on the internet; I can't remember, but it was probably giving guidance to someone; no; to speak to my mother, at home, about the cartoons i was watching. I used to ask her what i couldn't understand for myself; yes, to help a tourist in Cascais; when I started posting and talking to people on foreign forums; I think it was when I was travelling in Paris with my friends; when I was around 12 years old I started frequenting websites only in English which improved my writing, listening and reading; watching tv shows; learning music lyrics; I started to pay attention to english outside the classroom when i was around ten years old, because as a result of listening to more music, I started trying to understand the television programs and films that were spoken in English; It was in the train station, when a woman ask me, in english, where the tickets were sold; I was in the airport of London, I was 6 and my father made me ask a policeman where it was (in English); I don't remember. But maybe to talk with tourists; to give instructions to someone that needed help; I have some family members living in Australia so every year when they would come to my parents house in Portugal for Christmas I tried to speak with them the best I could; I cant say the exact first time because it was something that happened every year since I can remember; I don't use english outside of the classroom; In London, to talk a bit with the natives (very short conversations though); I used English to give directions to some tourists; meeting Erasmus people when I was 16, and for the first time I worked for myself in a own project; I used english outside the classroom to explain to a tourist the way to some monument or city he asked me; I used English to speak with my coisin, once she wanted me to learn it; when I went to England, three years ago; I really don't remember; No, sorry; to interact with some dutch kids, who did not speak Portuguese; it was during my second year of english learning; one lady came to me asking me some informations so I had to talk to her in English; when i was at world gymnastrada which is a gymnastics competition when i was 13 years old maybe, not sure; with my family, just for practice; playing games with my friends in which we had to say colours, numbers; talking to a turist; I'm almost sure it was the first time I travelled. I went to Sweden and, as I couldn't speak Swedish, I had to talk in English; to help some tourists; there was a polish man in my class three years ago, he did not speak Portuguese; I think that it was to help somebody but i dont remember when it was; well, I'm not sure, but I think it was when I went to the beach when I was younger; probably while playing video games online for the first time and

interacting with other players; when i travelled to Ireland; to help foreigners; I started to be connected with the English when I was a child because I watched a lot of television, mostly Cartoon Network; maybe when I was playing with my friends; singing songs on the radio and imitating movies; I used it to help some foreigners one time; I also use it to speak with business people, and friends; with my family from London, since I was about 5 years old; Yeah I think it was in an internet chat; on a trip about 4 years ago; I remember using english to aid a group of tourists when they were lost and required some information about the whereabouts of a mall, I felt quite accomplished that time; when trying to undertsand music lyrics and cartoons; in England when I had to ask for directions or for places to eat; no, not really; I can't remeber but I think it was to ask a dog's name; I don't remember, probably to give foreign people some directions; I used English for the first time when I travelled to England in 2006; discussing English comedy shows with my friends, repeating their puns and trying to make new ones; when I met a dutch, friend of some friends, when I was about 7 or 8; giving help to someone on the street; I don't remember the first time I used it, but I think it was to give directions to tourists; other occasions when I had to use english, were when I played video games or singing along to songs; when i was around 12, with foreing cousins; to curse at someone; speaking on-line with people from other countries; giving directions to tourists, nothing very complicated at all; describing how to get to a certain place through the metro to a foreign; typing in video games; I was 15 and I fell in love by an American (USA american); I remember that the first time i ever used English outside of classroom was in a online website chat where there were only english native speakers; to talk with tourists.

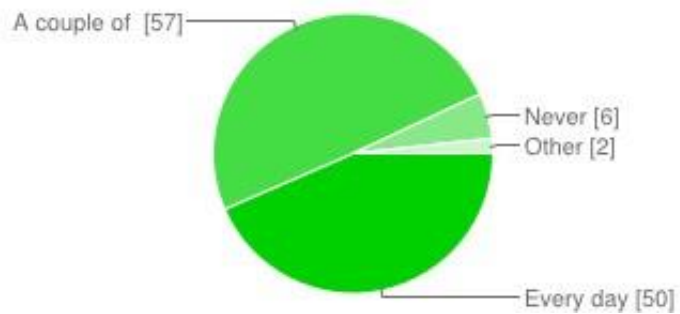
21. Nowadays, how often do you speak in English outside the classroom?



22. Who do you speak to most often in English?

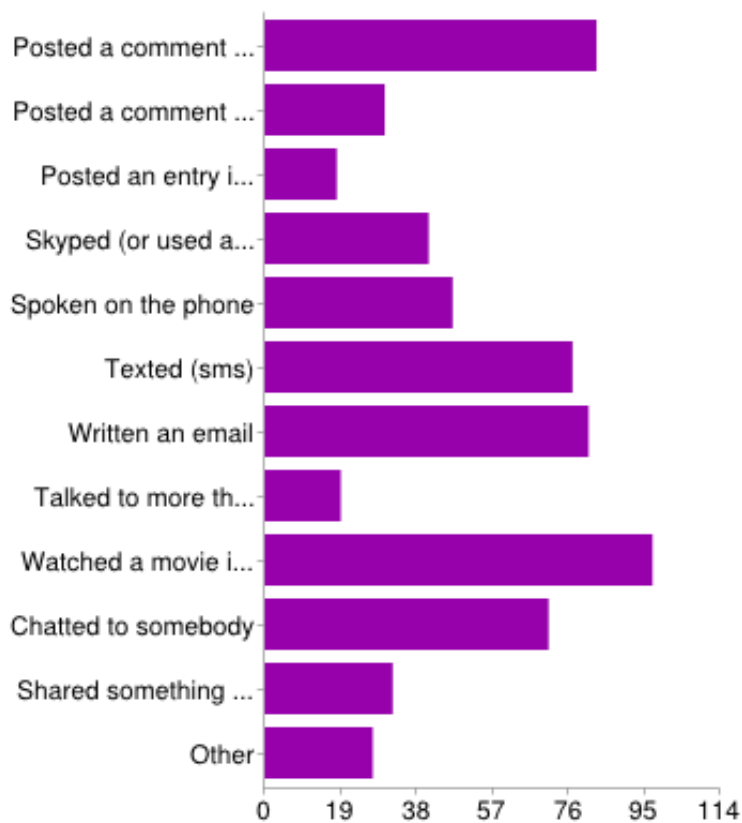


23. How often do you write in English outside the classroom?



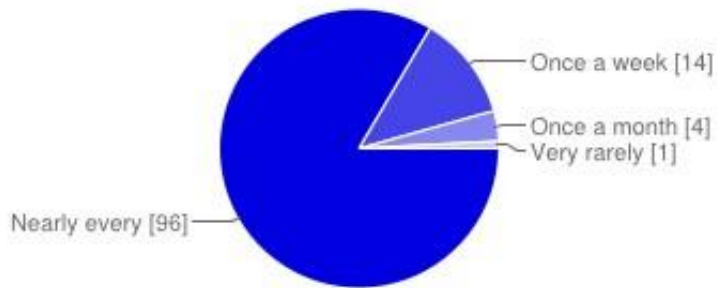
Every day	50	43%
A couple of times a week	57	50%
Never	6	5%
Other	2	2%

24. Which of the following have you done in the last month in English?



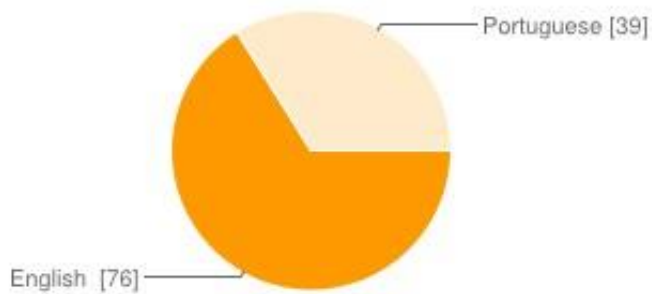
Posted a comment on Facebook or other social network	83	13%
Posted a comment on somebody's blog	30	5%
Posted an entry in your blog	18	3%
Skyped (or used a similar program)	41	7%
Spoken on the phone	47	8%
Texted (sms)	77	12%
Written an email	81	13%
Talked to more than 10 foreign friends	19	3%
Watched a movie in English with no subtitles	97	16%
Chatted to somebody	71	11%
Shared something creative e.g. a poem or a short story	32	5%
Other	27	4%

25. How often do you watch movies or TV programmes in English?



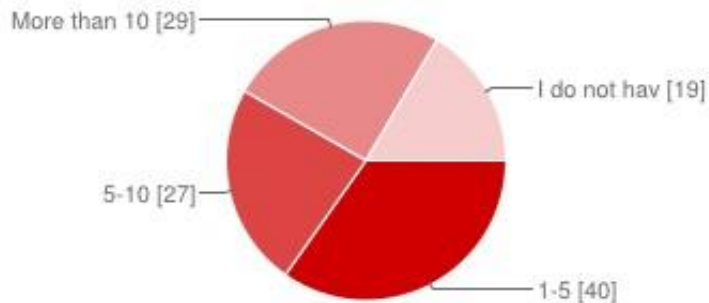
Nearly every day	96	83%
Once a week	14	12%
Once a month	4	3%
Very rarely	1	1%

26. If you talked to a foreign student, who could speak your language, but you could not speak his/hers, what language would you prefer to use?



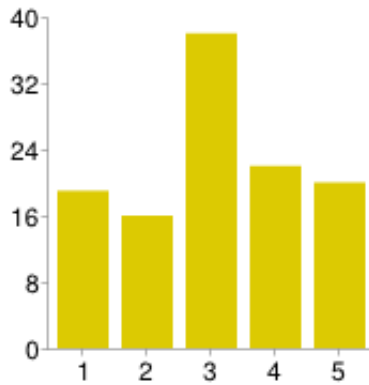
English	76	66%
Portuguese	39	34%

27. How many foreign friends do you have?



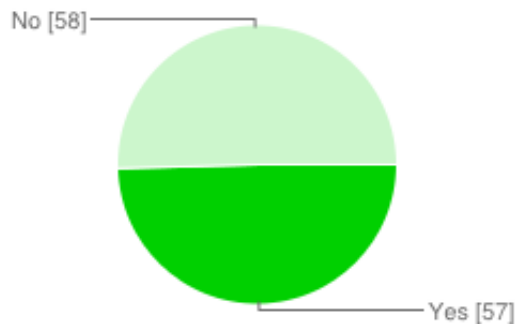
1-5	40	35%
5-10	27	23%
More than 10	29	25%
I do not have any foreign friends	19	17%

28. How often do you speak to your foreign friends?



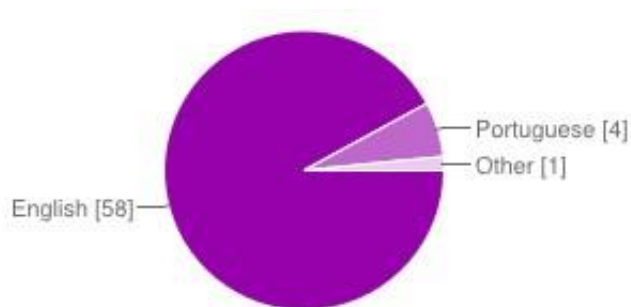
1	19	17%
2	16	14%
3	38	33%
4	22	19%
5	20	17%

29. Do you regularly play computer games?



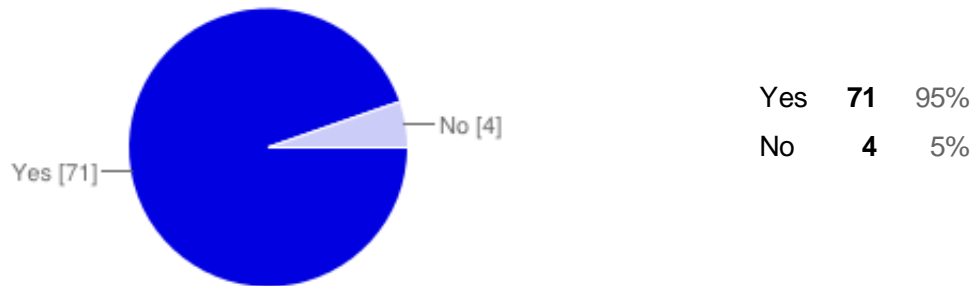
Yes	57	50%
No	58	50%

30. If yes, which language is mostly used in the computer games you play?

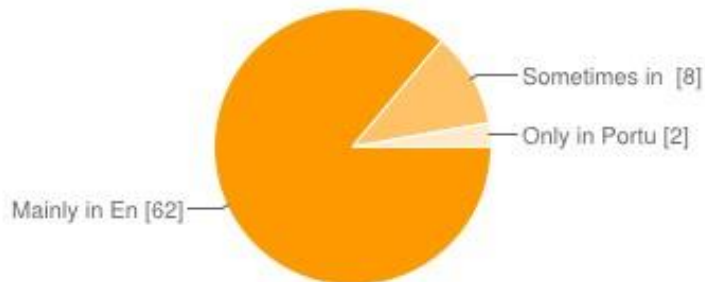


English	58	92%
Portuguese	4	6%
Other	1	2%

31. Do you usually know the meaning of the foreign words used in the computer games you play?

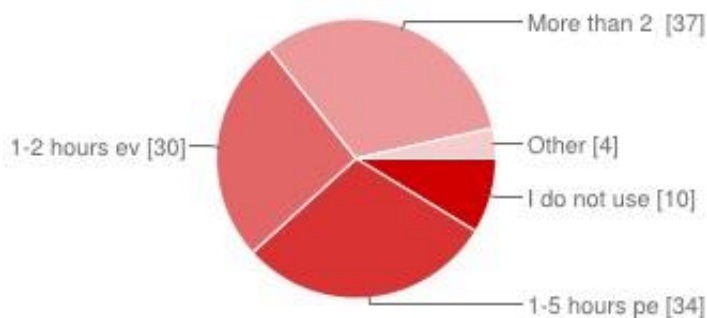


32. If you play online games with a chat facility, which language do you chat in?



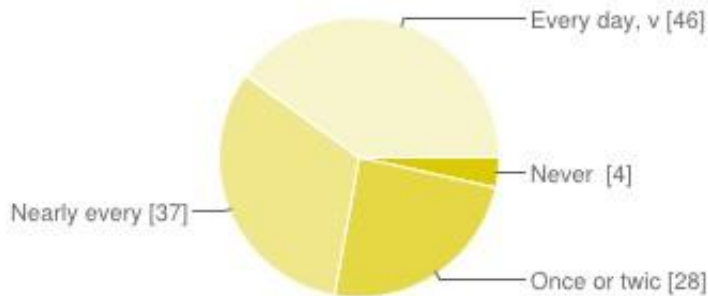
Mainly in English	62	86%
Sometimes in English	8	11%
Only in Portuguese	2	3%

33. How much time do you spend in Social Networks? (Facebook, Skype, Myspace, etc.)



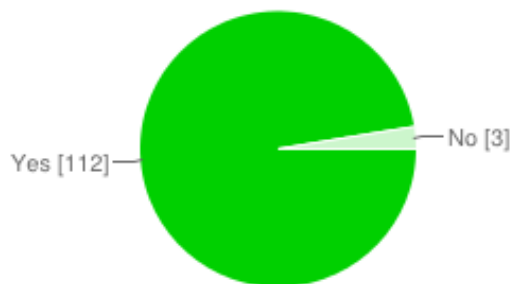
I do not use any social network	10	9%
1-5 hours per week	34	30%
1-2 hours every day	30	26%
More than 2 hours every day	37	32%
Other	4	3%

34. How often do you go to any English websites for a special interest or hobby of yours?



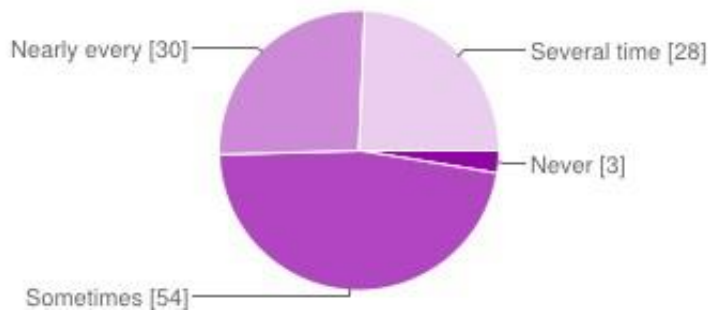
Never	4	3%
Once or twice a week	28	24%
Nearly every day	37	32%
Every day, various sites	46	40%

35. Do you ever watch a YouTube video in English apart from a song?



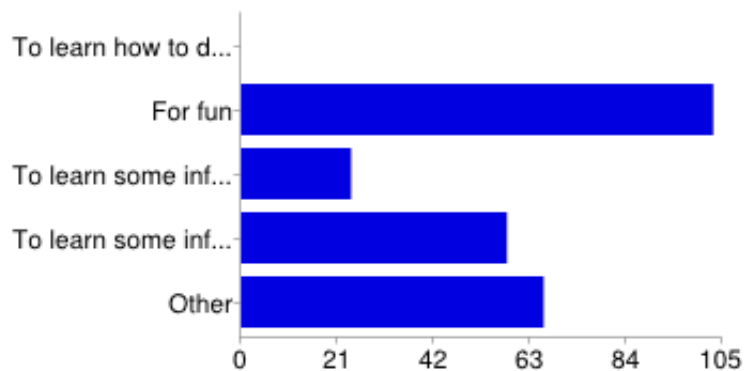
Yes	112	97%
No	3	3%

36. If yes, how often do you do that?



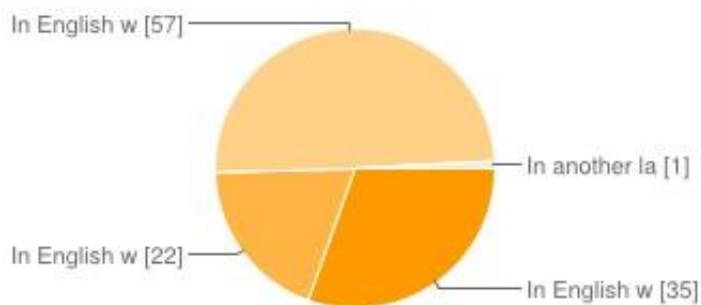
Never	3	3%
Sometimes	54	47%
Nearly every day	30	26%
Several times a day	28	24%

37. If yes, what is the reason for that?



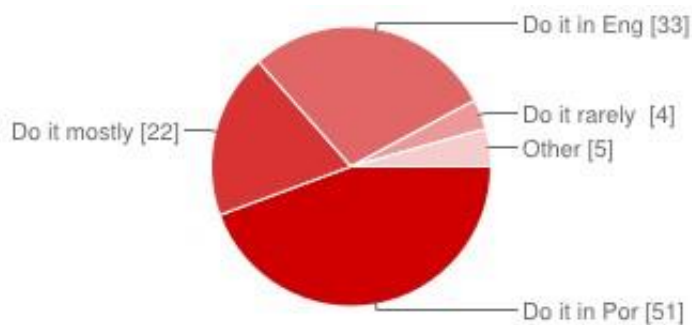
To learn how to do something (for example, how to cook chicken)	0	0%
For fun	103	41%
To learn some information for classes	24	10%
To learn some information for private use	58	23%
Other	66	26%

38. When you watch an English movie or television programme, do you watch it



In English without subtitles	35	30%
In English with English subtitles	22	19%
In English with Portuguese subtitles	57	50%
In another language	1	1%

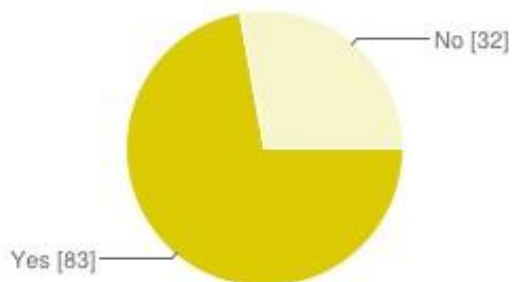
39. When you post a comment on a social network do you usually:



Do it in Portuguese	51	44%
Do it mostly in English	22	19%
Do it in English half the time	33	29%
Do it rarely in English	4	3%
Other	5	4%

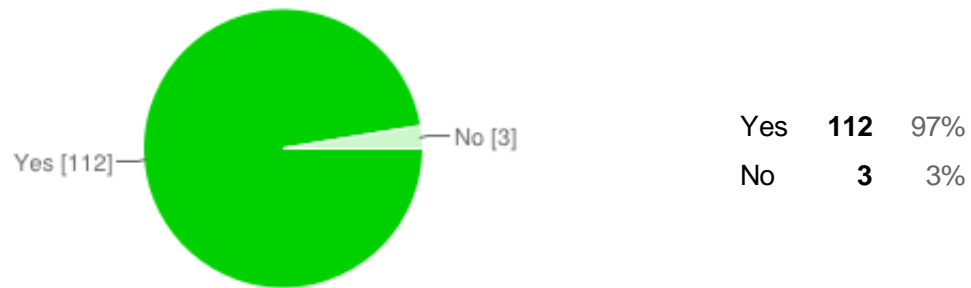
Have you ever tried doing these things?

40. Set English as the main language on your mobile device.

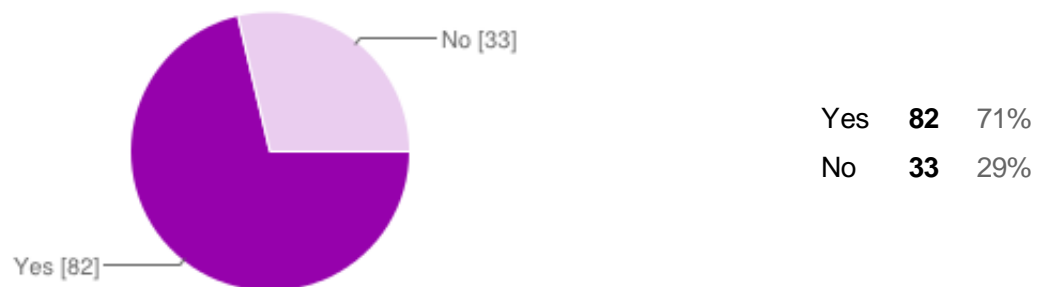


Yes	83	72%
No	32	28%

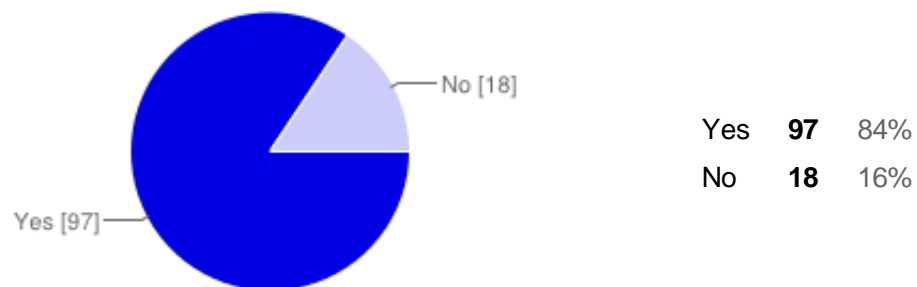
41. Watched a movie in English language with no subtitles at all.



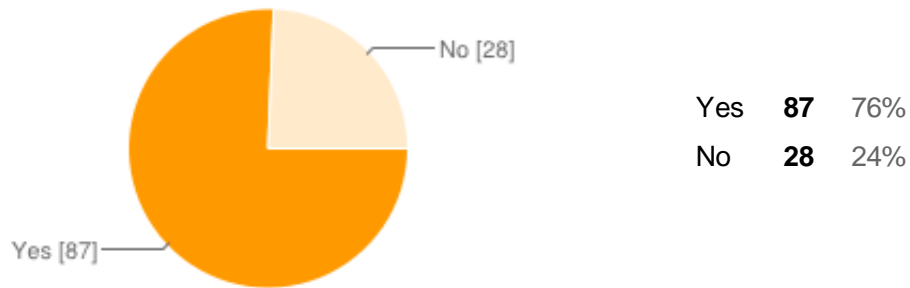
42. Watched a movie in a language other than English (dubbed version) but with English subtitles.



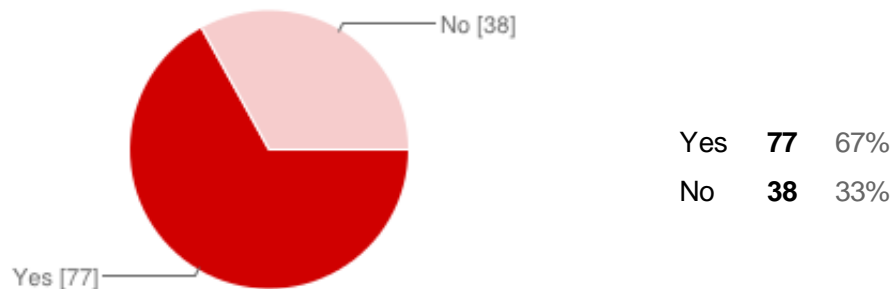
43. Translated unknown words from the lyrics of an English song.



44. Constantly used English with Portuguese friends while communicating in social networks.



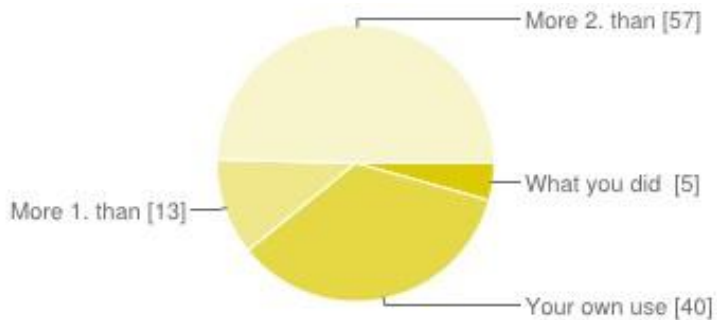
45. Constantly used English with foreign friends who also speak Portuguese while communicating in social networks.



46. How many foreign languages can you speak well enough to communicate socially?

3; 2; 3; 1; 0; 5; 4; 2; 2 languages; English, Spanish.

47. Do you think your progress at learning English in school was due to:



What you did in your English classes at school	5	4%
Your own use of English outside the classroom	40	35%
More 1. than 2.	13	11%
More 2. than 1.	57	50%

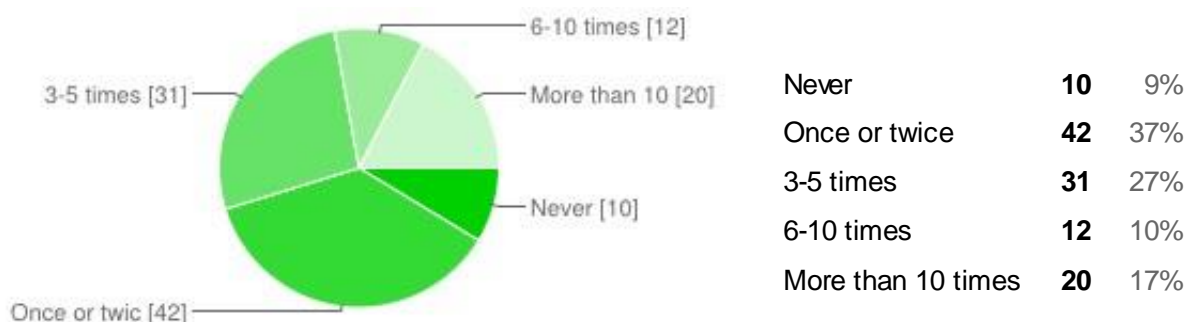
48. What percentage of your English do you think is because of what you learnt in the classroom and what you learnt outside the classroom.

classroom - 25% outside classroom - 75%; 50-50; 10% just the grammar 60 inside the classes and 40 outside the class classes; 40% outside the classroom, 60%; 60% classes 40 Outside; 60/40; classes-40% outside-60%; 30/70; classes: 40% outside classes: 60%; Outside - 70 classroom - 30; 70% outside and 30% in class; 40% outside the classroom; 70% In the classroom: 30%; 30% inside the classroom 70% outside the classroom; 50% 50%; 60%/40%; classes 30%, outside 70%; 20%; 50% / 50%; What I learnt in the classroom: 40% and what I learnt outside the classroom: 60%; 30/70%; outside the classroom 30% and inside the classroom 70; 75% was due to what I've learnt outside the classrom because I started to speak english when I was very young due to video-games, cartoons and simply by curiosity; 25% was due to what I've learnt in the classroom because I didn't learn English at school, I simply developed it; classes, 40% and world outside 60%; 40% from school and the rest from outside; word classes - 50% outside - 50%; 1. 40% 2. 60%; classes - 30% outside - 70%; English in the classroom:20% Outside the classroom:80%; I would say only 20% at the maximum; classes 40% outside 60%; classes 40% outside 60%; 20-30% in class 70% outside school; 50%classroom 50%outside; classes - 20% Outside - 80% and ~20% in the classroom; ~70% - outside; I think around 45% in class, 55% outside; My own: 70% Classroom: 30%; Classes- 40% Outside-50%; About 2% in the classroom; 10% - 90%; classes:55% Outside classes: 45%; classroom: 70% outside: 30%; 15% classes 85%; outside classes : 40 % outside : 60%; Classes- 40% Outside- 60%; classes 20% outside 80%; Class-30% Outside-70%; Classes, 15% outside the classroom 85%; 35% classes, 65% outside the classroom; 60/40; What you did in your English classes at school - 40% Your own use of English outside the classroom - 60%; classes: 60% outside: 40%; the verbs it was at the classroom but i am capable to understand because i watch TV and most of things are in English; 70% Classes: 60% Outside; 40% classes 30% outside 70%; Classroom - 40% Outside of the classroom - 60%; 30% classroom 70% outside the Classroom; Classes: 30% Outside: 70%; In - 40% Outside - 60%; Classes: 25% Outside: 75%; classes 40% outside 60%; classes - 12% outside - 88%; 30 % in the classroom, 70% outside the classroom; Do not know; outside 60% classes 40%; classes: 40% outside: 60%; In the classroom - 50% Outside the classroom - 50%; Outside 30, Inside - 70; 50%-50%; in class and 50% outside the class; Classes 40% Outside 60%; Outside of class 75% and in the classroom 25%; Probably 70% I learnt outside the classroom; Classes - 35% Outside - 65%; in class - 30%; outside - 70%; class- 10% outside- 90%; classes-10- 15% outside- 85-90%; I think that 30% of my English is because of what I learned in the classroom and 70% is because of what I learned outside the classroom; Classes 20%, Outside 80%; Classes 30% Outside 70%; What I learnt in the classroom: 45% What I learnt outside the

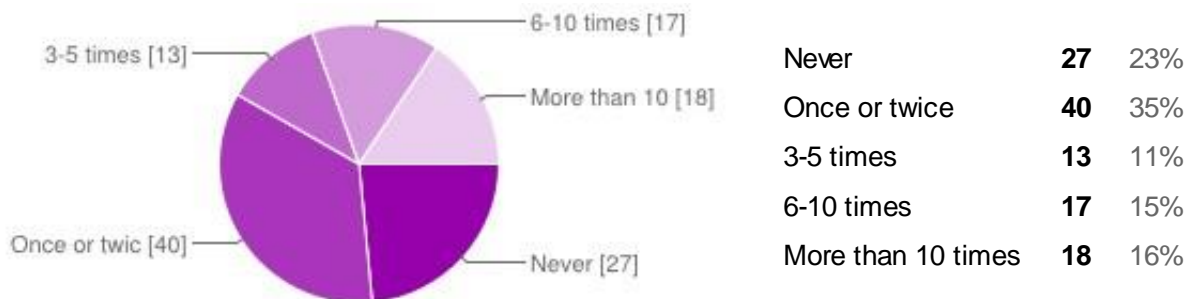
classroom: 55%; classes, 40%. outside, 60%; 45% Classroom: 80% Outside 20%; classes 60% outside 40%; 50%/50%; Classroom – 15% Outside classroom - 85%; Classes - 40% Outside Classes - 60%; Outside 60% Classes 40%; 70% is from English classes at school and the other 30% is outside the classroom; in the classroom 35% outside 65%; classes 80% outside 20%; classe: 70% outside : 30%; 75% outside 25% classes; Classroom 40% Outside the classroom 60%; Classes: 10% Outside: 90%; 60% outsider and 40% inside: classes 60% outsider 40%; Learnt in the classroom 40% Learnt outside the classroom 60%; 20/80; 50-50.

How often did you do these things in the last month?

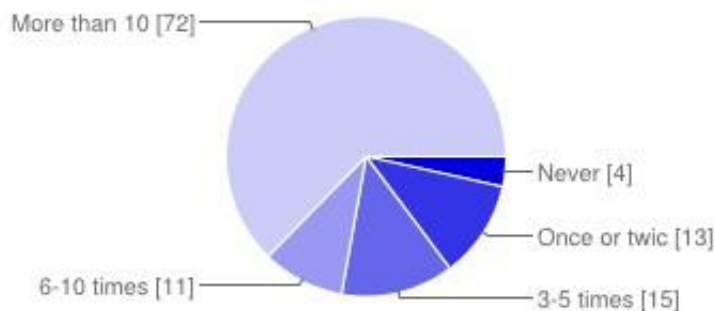
49. Watched news in the English language?



50. Read a newspaper in English (online or in paper format)

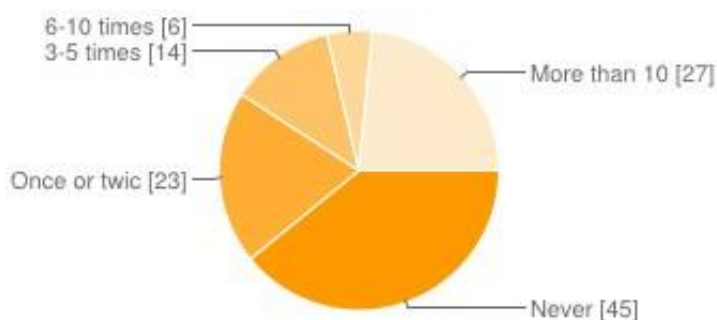


51. Watched TV in the English language



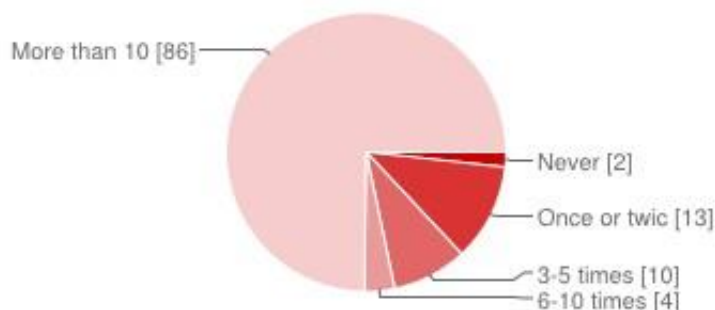
Never	4	3%
Once or twice	13	11%
3-5 times	15	13%
6-10 times	11	10%
More than 10 times	72	63%

52. Listened to the radio in the English language



Never	45	39%
Once or twice	23	20%
3-5 times	14	12%
6-10 times	6	5%
More than 10 times	27	23%

53. Read any website in the English language



Never	2	2%
Once or twice	13	11%
3-5 times	10	9%
6-10 times	4	3%
More than 10 times	86	75%

After the questionnaire I would like to contact some of the respondents and interview them more fully. That's why I would kindly ask you to leave your e-mail.

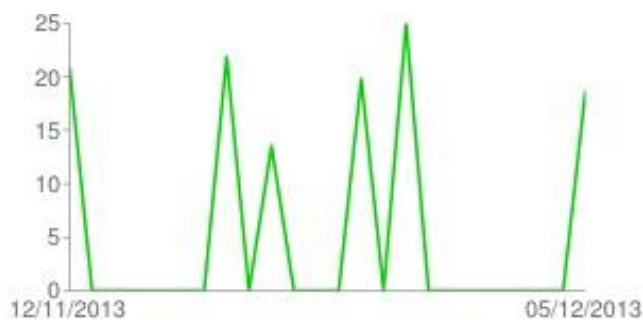
In order to save anonymity of respondents, their e-mail addresses are excluded from the summary of responses.

Any question you can think of that would be useful to ask about learning English outside the classroom?

Reading manuals in English. Sometimes the manuals only have images and then has a subtitle in english. You can associate some words with the imagens and then it's a learning option. Where and what ways you use outside of classroom to learn english? Tutors? skype calls with foreign friends? online games? Ask about learning techniques and methods. People are always surprised when they learn that there are many more ways of learning a foreign language than just being inside a classroom. Something about vocabulary. Why have you learned more English outside the classroom than inside the classroom? Do you think that teachers should think of a way to make their classes more interactive and interesting? Where have you learnt to speak and/or write in English, outside formal classrooms? (answers either free or restricted to: social networks, parents, gaming, books, own initiative, music). The kind of books suitable for advanced learners. Not at the moment. Have you ever lived abroad? for how long? which language did you use more frequently? For exemple: if it was our decision to learn more english or not outside classes. No, the questionnaire is very well structured. What are the most used tools by students to get in touch with English? Because English is a global language and I think that it's important to have at least a basic grasp of the language. Why do you think that you have learnt more English outside the classroom than inside the classroom? Do you think that teachers should think of a way to make their classes more interactive and interesting? Which language do you prefer to use, or allow you to express yourself better? (Some portuguese people actually prefer to talk english all the time). When playing video-games, do you read everything throughoutly or just blaze through the texts? Reading every dialog and text in a game can really help one's English skills.

If you have any questions and suggestions to improve this questionnaire, please contact me. This is the end of the questionnaire.

Number of daily responses



APPENDIX 3. FOCUS-GROUP QUESTIONS¹⁶

1. When did you “fall in love” with English? Why? Why not? When?
2. Was it because of English or things to do with English?
3. Do you remember the very first time you used English in the street?
Were you confident/afraid/happy? What did you feel?
4. Did watching cartoons in English help you anyhow?
5. What made you interested to study English inside the classroom?
6. How important are teachers?
7. Do you think age is important in learning English?
8. Do you like to listen to English or Portuguese songs more? Why?
How helpful is it to listen to the English songs?
9. How do Youtube videos help a student to practice English?

Travelling

10. When you travel, do you try to speak English with foreigners? Do you like it? Or you’d better not struggle and speak Portuguese if possible?
11. Do you think travelling helps to improve fluency? Or not, as you use simple phrases only? (like how much does it cost?...How to get to the ...?)
12. When you want to talk to foreigners what is the first language that pops up in your mind?
13. Do you think when you speak in English?
14. Can you say what helps more to learn a language: listening to the English songs/reading books/watching movies in English/radio/TV?
15. What about your experience? What are you used to doing more of this? How do you think it enhances your knowledge of English? WHY?
16. What have you done in English today? Why didn’t you do these things in Portuguese?

Computer games

17. Did you learn much from computer games?

¹⁶It should be considered that during focus-groups the questions were modified and additional questions were asked to the interviewees.

Why didn't you put Portuguese language?

Would you put?

Why?

Social networks

18. What is the percentage of English and Portuguese language usage?
19. Why do you think Portuguese people, while talking on-line to each other, use English?
(e.g. leaving comments in English, postings statuses)
20. Do you, personally, do it?
21. Are you afraid to write something with mistakes there?
22. Do you learn a lot from the comments/posts of others?
23. Would u rather comment on something in English or Portuguese?

Vocabulary and grammar

24. If you learn English just outside the classroom do you think you'd know grammar well?
25. Do you think you'd speak perfectly but without realizing any rules?
26. Do you think it is important to know the rules? Why yes? Why not?
27. Do you think that the most common feature of Portuguese people is that they speak English well, but cannot explain this or that phenomena in grammar?
28. Why do you think it happens?
29. Do you think it's good? Why yes/ not?
30. So are the classes of English important? Or learning outside is enough?
31. What language do you enjoy most using?
32. Which one is more comfortable for expressing the feelings?
For ex. Swear words (usually it's more comfortable using them in a foreign language...)
Does this happen to you too when you speak English?
33. What about teachers' methods of teaching?
34. Do you think you English teachers consider the fact that you have great exposure to English outside the classroom?
35. As you have great exposure to English outside the classroom, do you think that most attention should be paid in the classroom to grammar?

36. Do you get much vocabulary outside classroom or still inside the classroom?
37. Why do you think you have constant progress in English learning? (school, friends, Internet, tourists in the street, travelling, not dubbed movies...etc...?)
38. What language do you use with your pets?
39. Are there any words that you/your friends constantly use in English? Which? Why?
40. What language do you think/dream on? Why?
41. What does mother tongue mean to you?
42. Can you say that English is your 2nd mother tongue?
43. Can you say that English is your language? Or one of your languages?
44. Are you the same YOU when speak, read, write or listen to English?
45. Are there parts of you that like to use English and that don't like? When? What are the cases?
46. Continue the sentence I AM...How many of these are you English and Portuguese
47. You use a lot English and Port so...when do you like yourself using English and Port?

APPENDIX 4. EXAMPLE OF A FOCUS-GROUP TRANSCRIPT¹⁷

Interviewee 1: I guess we learn English mostly outside the classroom: like practicing, watching videos, watching movies, talking to people

Interviewee 2: I didn't get anything from cartoons but I still watched them.

Interviewer: So you don't think it's useful to have cartoons in English? Have you learnt something from cartoons?

Interviewee 1: No, because I just watched it, I didn't even listen and pay attention. I just watched it because I was a child and I didn't care. Maybe I was learning and I didn't know yeah...I can't remember but maybe I was learning.

Interviewee 2: It's useful if you are learning a language, if you have some language basics. And then you start listening to something its useful. But if you have no background in a language whatsoever then I'd say it's kinda pointless unless the language you are watching it on is very similar to the language you already speak. For example, Portuguese and Spanish, you know. Then you can understand because the language similarities are so big.

Interviewer: wasn't it annoying that you couldn't understand it?

Interviewee 1: I can't remember.

Interviewee 2: I don't know, because when I began watching I was already about 9 or 10 so at that point I understood something.

Interviewer: Do you remember the first time you used English outside the classroom?

Interviewee 2: Probably answering some question to a tourist.

Interviewer: And what about travelling?

Interviewee 1: When a person speaks very well, you feel uncomfortable. But when like Spanish people they don't speak English...and you feel more comfortable...I guess there is a difference.

¹⁷ It should be considered that this is not a full transcript of the focus-group.

Interviewer: But if you go to Spain or France you don't really need to speak in English in those countries.

Interviewee 1: I think I feel more comfortable speaking English than Spanish

Interviewer: can you tell me please what helps to learn and to practice English more? To be on the Internet, to read books in English, to constantly post some comments or to read some comments on Facebook. To listen to the radio, to watch TV?

Interviewee 1: I guess the best way for me is when I started like learning English...seriously learning English...because when I was in school, it was just "Hi", "hello", the verb "to be", "Hi, how are you", "what's your name"...and I guess I started learning it like seriously when I started watching Youtube videos. I remember the first videos I saw...and I didn't get anything, I was just watching and trying to catch some words to connect and understand and like now if I want to see a video I can understand everything and I guess like listening a lot helps you because when I didn't know a word I just went to google translator and just searched for it and it helps a lot ...watching Youtube videos, reading blogs...reading books not a lot because it's like more specific words and like high words ...but yeah Internet helps a lot, for me it's the best way.

Interviewer: when did you start watching Youtube videos?

Interviewee 1: when I was like 13...12 maybe. I saw girls videos like make-up and stuff.

Interviewer: so it doesn't depend on a country, but on a person a lot.

Interviewee 1: yeah, definitely. Because my friend didn't have that interest that I had. I was watching all those videos and they were like OMG you spend so much time watching those stupid videos

Interviewee 2 what helped me most was watching series, TV shows. When I was about 10 or 11 I was watching a lot of TV and I think they didn't have any subtitles, but I'm not sure. And you know, when I download something from the Internet, it doesn't come with subtitles and that's what helps the most.

Interviewee 1: Yeah, listening. I think it's a gradual process. Because when you just start watching it and you actually get a little bored because you can't understand anything like you

watch it and it's not really interesting...and then you start learning it and it gets a lot more interesting.

Interviewee 2: The whole process of associating words and connecting 2 words or 3 words and understand the sentence ... and it's such a WOW moment. Last year when I was learning German...you know, being aware of the process was like super cool coz I knew it was a matter of time. Coz I watched 2 seasons of Simpsons in German with no subtitles. And the first episode was like wow, this is weird you know and as the season kept going as I kept watching I began understanding more and more you know. The first episode was like...because you know you actually have to tune in to people's voice as I was not that familiar with German. You know I could understand like 50 % at the beginning and then moving on to understanding 80 .. 85.. 90 %. It was really awesome to be aware of it.

Interviewee 1: Sometimes you hear a word and you don't know what it is and for some reason you find out that this word means something...and you associate and yeah that's how you learn.

Interviewee 2: And that's how it fixes in your brain.

Interviewee 2: I listen to audiobooks in English

Interviewee 2: If you want to find some quality stuff on the Internet it's most likely to be in English.

Interviewer: Do you check the lyrics of songs?

Interviewee 1: yes, always if it's interesting and if I like the song.

Foreign friends

Interviewee 2: If you don't have anyone to practice you just talk to yourself.

Interviewee 1: But sometimes I just end up realizing that I'm speaking English to myself. I'm speaking to myself a lot like alone when I'm at home or walking around speaking in English and like ... what am I doing?

Interviewee 2: What I hear polyglots call it as “shower conversations”. It’s shower conversations, but you can have them anywhere you want. I did this a lot, you know. You just picture a scenario, whatever you want and you play both roles. So it’s like let’s say you are going to a store. And you just imagine the conversation. It’s really great you know.

Interviewee 2: Sometimes when I do it it’s like I’m planning a conversation with someone, then I’m just like “So, we will meet occasionally tomorrow” ... and I’m just thinking and planning what I’m saying if I have something important to say and I try like a lot of times...speaking to myself.. Yeah I do it a lot.

Interviewer: I think if in your mind you plan to meet a Portuguese person, your thoughts are in Portuguese.

Interviewee 1: No, I guess I speak in English sometimes. I think in English.

Interviewer: do you intend to do it or it’s just unintentionally?

Interviewee 1: No, it’s just sometimes unintentionally, I don’t know why. When I’m alone it seems that I can speak a lot more than when I’m with someone coz I don’t feel 100% comfortable. Like it’s really different.

Interviewee 2: yes, because you don’t have the pressure.

Interviewer: but why do you think it happens that you think in English? It’s because there is so much English that your thoughts are already in English? Or it’s because you want to try hard to learn?

Interviewee 1: I guess that time by time we find English like our second language and its really useful. I guess 75 % of my life is in Portuguese and like 25 if not more is English. Like there are some things that you have to do in English like go to some website, search for something. Like in university I fell like to search for something like for a subject here, you sometimes have to search in English and then translate it because there are a lot more information in English than in Portuguese.

Interviewer: So if you wanna live fully life you have to learn English?

Interviewees 1 and 2: Yes.

Interviewee 2: But I think that we begin thinking in English because it's "cool". I think there is a psychological factor for that. I think because it's "cool". It's "cool" to speak another language.

Interviewer: English or just another language?

Interviewee 2: Just another language. I really think it's cool because in most of other countries they speak just one language. In some countries like Belgium you can speak Dutch and English. So in those countries I guess they might not think in English because it's a common thing to be multilingual. But in other countries because people usually speak only one language knowing a 2nd language is just so cool. So there might be other conscience...in our subconscious level. We just do this, to be cool.

Interviewer: When did you understand that it's cool? When you were a kid?

Interviewee 1: When you are a kid and you hear someone speaking in English...you are like WOW, how do you do this?

Interviewee 2: I think even in school you know. You can have like a status in the class. The kid who can manage other languages.

(talking about simultaneously mixing 3 different languages while speaking.)

Interviewee 2: But that's the cool thing. You know, you just do it, you know. You just speak in a few different languages and that's just super cool. It's not necessarily to impress other people. It's just it's so cool that it impresses other people.

Motivation.

Interviewee 2: Some days when I'm in the mood to practice languages a little bit, I watch TV shows in German then Spanish and then something in English and then I read a little bit in German and Spanish. And really going about in your day, like your daily life you know where you get to practice four languages even if it's just a little bit, just watching something and reading a little bit ... even if it's just a little bit, it is really great.

Interviewer: So it's mostly about motivation.

Interviewee 2: Yes, no doubt, no doubt. And once you reach a certain level, when you can actually enjoy the language, and you are not...you know. Learning it.

Interviewee 1: The learning process is the hardest because sometimes you get bored

Interviewee 2: Yeah, the beginning part because you never stop learning a language. But that initial part usually demotivates students a little bit...and once you get to the level where you can just watch something and understand a little bit, that's just...

Interviewee 1: you start like knowing the language actually.

Interviewer: when you talk to your Portuguese friends, do you mix languages sometimes?

Interviewee 1: yes, its "cool".

Interviewee 2: Yes, but sometimes it's better, it's easier if you are trying to say something, you wanna say it in English...you can express some things in English better. I mean maybe when you are making a reference. A reference to something, whatever it is. You just have to say it in English. Coz if you want to translate it, you just sound ridiculous. If it's like a joke. A joke from a TV show or something. Or some scene...you can't really say it in Portuguese. It doesn't make sense.

Interviewee 1: Sometimes it's like I need to say something , like an expression...and I only know it in English. A couple of days ago I was at a friend and I was like..eh..i was speaking in Portuguese and I was like OMG I can find the word in Portuguese...like "reassure" and I was like "I don't know..i just know it in English...and yeah it happens a lot. Like with the word "saudade". We cant really translate it in English and I guess the same thing happens with English words.

Interviewee 1: I guess some words in English sound better than in Portuguese. Like saying "I love you" is cuter than saying "amo-te"...I don't know, it sounds better. You are a native speaker so you speak them since you are little and knowing another language is cool...I don't know...it sounds better.

Interviewer: What language is it better to express your feelings?

Interviewee 1: English

Interviewee 2: I would say so too.

Interviewer: When you learn English outside the classroom, do you learn more grammar or vocabulary and then you learn grammar in the classroom?

Interviewee 2: I pretty much learnt all grammar at home. I learnt like ridiculous grammar details. U know if you were in conversation, just talking, you use it correctly, but no one really defines that.

Interviewer: Are there any words, that you never translate. When even while speaking in Portuguese, you use those words in English (like my dance teacher always says “anyway”, In English, even though all the rest is in Portuguese.)

Interviewee 1: Sometimes its “whatever”... Awkward, fancy, awesome, cool, annoying, that’s annoying, you are being annoying,

Interviewer: why do you think you speak English so well? Classroom or outside mostly?

Interviewee 1: outside...Internet...writing...I prefer writing than speaking. When I prefer to say something, I’d rather write than speak.

Interviewee 2: I’d rather speak. I speak a lot in my classroom...like a lot. It’s too much. But outside I don’t speak that often.

Interviewer: so why do you speak English so well?

Interviewee 2: I’d say that it’s because I started learning English when I was little and it never stopped. I’d never like taken a few years off. So it’s like 15 years of continuous learning and practicing. And I’m really comfortable in speaking in English or writing, it doesn’t matter. So I don’t see any difference where I feel more comfortable in the classroom or outside